DOCUMENT RESUME

ED 145 628 EC 102 653

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TITLE Motor Enrichment.
INSTITUTION Putnam City Public Schools, Okla.
SPONS AGENCY Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.
PUB DATE 76
GRANT OEG-0-72-5954
NOTE 385p.

EDRS PRICE MF-$0.83 Plus Postage. HC Not Available from EDRS.
DESCRIPTORS Body Image; *Criterion Referenced Tests; Eye Hand Coordination; *Handicapped Children; *Learning Activities; *Lesson Plans; *Motor Development; Perceptual Motor Coordination; Primary Education; Psychomotor Skills
IDENTIFIERS Putnam City Public Schools OK

ABSTRACT

Presented is a motor enrichment manual designed as part of Project PEPP (Putnam City Early Prevention Program), a program for handicapped children in kindergarten, first, and second grades. The manual is divided into five units: body image, gross motor, laterality, directionality, and fine motor. Provided for each unit are a criterion referenced test to determine in what areas the child is proficient, a monitoring instrument check list to determine which objectives to use for remediation, and lesson plans (which include information on materials needed, related areas, group size, lesson time, and procedure) for each objective. Among the areas taught are facial parts, body parts, static balance, jumping, spatial constancy, spatial relationships, and hand-finger dexterity. (SBH)

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PREFACE

This Motor Enrichment Manual is one of the outcomes of Project PEPP, the Putnam City Early Prevention Program which was started in the fall of 1972 in the Putnam City School District in Oklahoma City, Oklahoma, under a federal grant from the Bureau of Education for the Handicapped, Grant No. OEG – 0–72–5954.

Project PEPP works with handicapped children in kindergarten, first and second grades. We feel that the development of motor skills (both gross and fine motor) is extremely important in the overall development of the total child. We also feel that it is of utmost importance for the handicapped child to be successful in his attempts, so we give him every opportunity to achieve success at his developmental level.

This book is the outgrowth of three years of work by PEPP teachers and aides. Heartfelt thanks are expressed to the following people: Glenda Dudney Blackwood, University of Georgia intern student; Diane Grimsley, PEPP kindergarten teacher; Wanda Woodard, PEPP aide; Dorothea Lewis, PEPP first grade teacher; Elizabeth Wallace, PEPP kindergarten teacher; Arlene Daughety, PEPP aide; Richard Stump, PEPP psychometrist; and Roberta Gillespie, assistant director of Project PEPP.

Marion Thornhill, Director
Project PEPP

INTRODUCTION

Motor Enrichment covers five areas of motor development: (1) Body Image, (2) Gross Motor, (3) Laterality, (4) Directionality, and (5) Fine Motor.

Suggestions for the use of this book: The teacher will give the criterion referenced test for each unit as a pretest to determine in what areas the child is proficient. If the child is non-proficient in any area, the Monitoring Instrument check list show which Objectives to use for remediation. Following remediation, the criterion referenced test should be used as a post test to be sure the child is proficient in that area.

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BODY IMAGE

EDITED AND ABBREVIATED PERFORMANCE OBJECTIVES

BODY IMAGE

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BODY IMAGE PERFORMANCE OBJECTIVES

ABBREVIATED AND SEQUENCED

1. Recognize Self
2. Facial Parts
3. Identifies Body Parts
4. Movement of Body Parts
5. Verbalizes Body Function
6. Draws Self Portrait

MEASUREMENT ITEMS

9

MEASUREMENT ITEMS BODY IMAGE

1. Recognizes Self

_____ a. Verbally identifies self using first and last names

_____ b. Reads with teacher his first name

_____ c. Identifies photo of himself

_____ d. Responds to hearing his name on tape recorder

_____ e. Identifies three peers from photographs

2. Facial Parts

a. Child can touch on command by teacher:

_________ eyes
_________ ears
_________ nose
_________ mouth
_________ chin
_________ hair
_________ cheeks

b. Child can name parts when touched by teacher:

_________ eyes
_________ ears
_________ nose
_________ mouth
_________ chin
_________ hair
_________ cheeks

c. Child can draw facial parts in proper position: (pattern on next page)

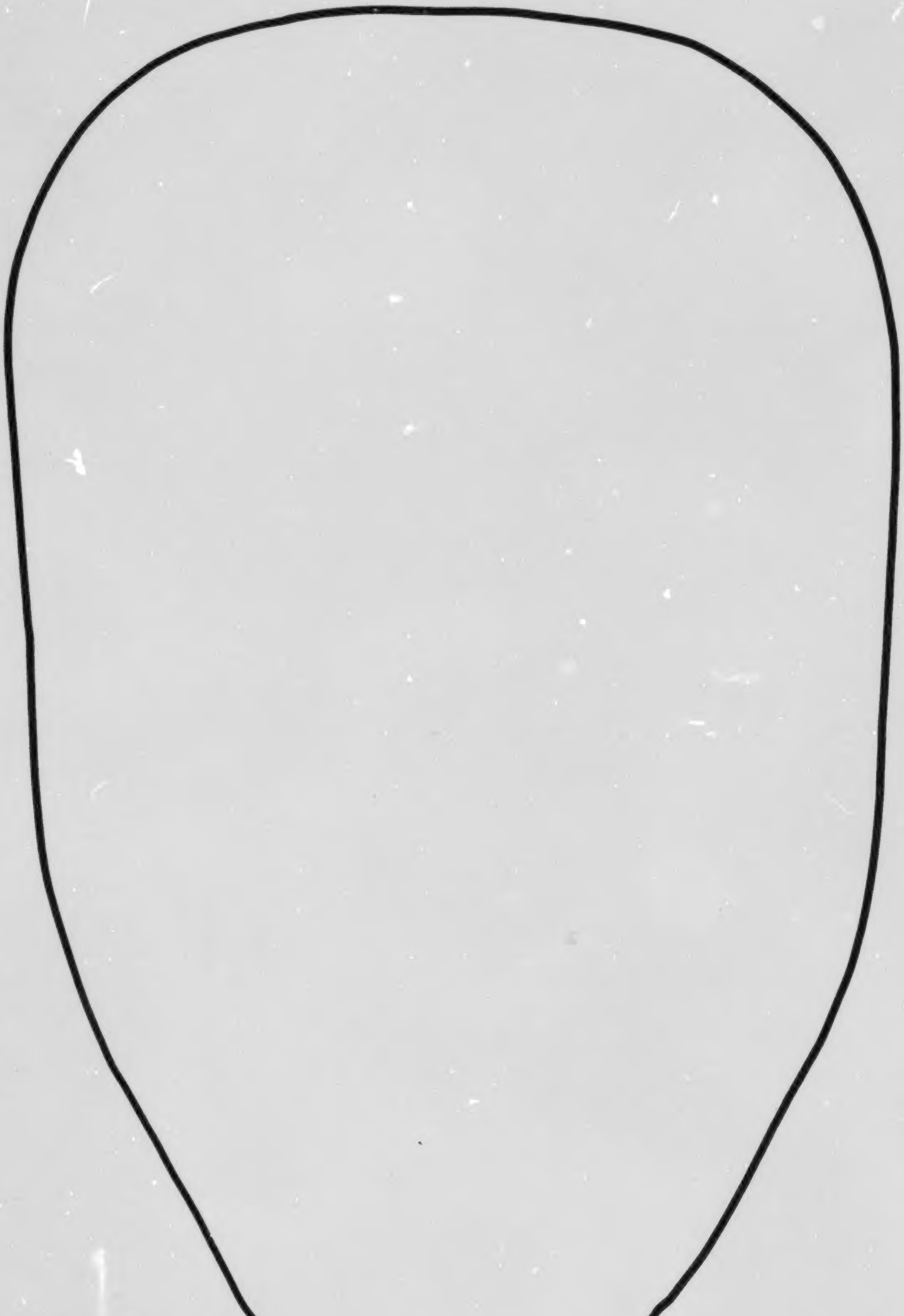
_________ eyes
_________ nose
_________ ears
_________ mouth
_________ hair

3. Identifies Body Parts

a. Child can touch the following body parts (with teacher demonstration):

_________ head
_________ neck
_________ shoulders
_________ wrists
_________ hands
_________ fingers
_________ knees
_________ feet
_________ heels

FACE PATTERN FOR TEST



_________ arms
_________ legs
_________ toes
_________ chest
_________ stomach
_________ back
_________ elbows
_________ ankles
_________ hips

b. Child can touch the following body parts (without demonstration):

_________ head
_________ neck
_________ shoulders
_________ arms
_________ legs
_________ toes
_________ wrists
_________ hands
_________ fingers
_________ chest
_________ stomach
_________ back
_________ knees
_________ feet
_________ heels
_________ elbows
_________ ankles
_________ hips

4. Movement of Body Parts:

a. Child can touch one body part to another:

_________ elbow to elbow
_________ wrist to ankle
_________ chin to chest
_________ ear to shoulder
_________ foot to knee

b. Child can perform the following movements without demonstration:

_________ wiggle your nose
_________ tiptoe on toes
_________ bend your arms
_________ raise your eyebrows
_________ nod your head

5. Verbalizes Body Functions:

a. Child can complete the following statements:

_________ I walk with my _____ (feet or foot).
_________ I hear with my _____ (ears).
_________ I smell with my _____ (nose).
_________ I snap my _________ (fingers).

MEASUREMENT ITEMS (contd) BODY IMAGE

6. a. A child can fill in body silhouette with: (pattern on next page)

_____ eyes _____ nose _____ mouth _____ hair _____ clothing

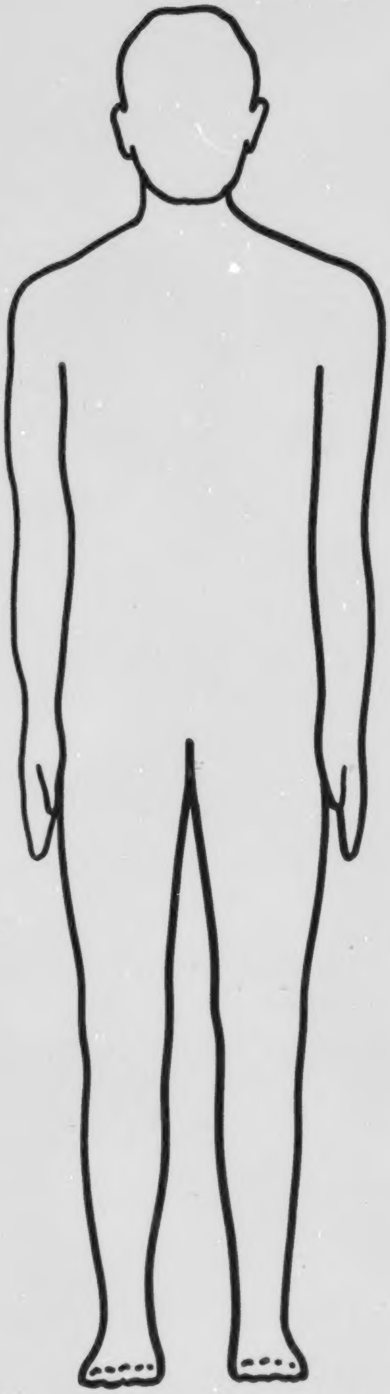
b. Child can draw himself including the following parts:

_____ 2 arms _____ 2 feet _____ nose _____ trunk

_____ 2 legs _____ 2 eyes _____ mouth _____ neck

_____ 2 hands _____ 2 ears _____ head _____ 2 shoulders

BODY SILHOUETTE PATTERN FOR TEST



MONITORING INSTRUMENT
FOR PERFORMANCE OBJECTIVES COMPETENCY

____
Student Name

BODY IMAGE
Subject Area

PERFORMANCE OBJECTIVES	PRE-TEST PROFICIENT		REMEDIATION	POST-TEST PROFICIENT	
	YES	NO		YES	NO
1. Recognizes Self			Objectives 1–3		
2. Facial Parts			Objectives 4–10		
3. Identifies Body Parts			Objectives 11–12		
4. Movement of Body Parts			Objectives 13–14		
5. Verbalizes Body Functions			Objective 15		
6. Draws Self Portrait			Objectives 16–17		

Proficiency total divided by number of items equals the per cent of total item proficiency ____________________.

BODY IMAGE UNIT MATERIALS LIST

OBJECTIVE NO.:	REQUIRED	OPTIONAL
1.	Polaroid camera, film, snapshot backing, heavy weight manila paper, clear contact paper, chalk, tape.	
2.	Ink pad, cassette tape recorder, blank tape.	
4.	Magazine pictures of faces.	
5.	Face forms, old magazines, scissors, crayons, paste.	
6.	Spoonful of peanut butter, toothpaste, slice of onion, banana.	6. Blindfolds
7.	Recording of familiar sounds or items to produce sounds.	
8.	Lipstick, kleenex, large magazine pictures of mouths.	
9.		9. Yarn, paste
10.	Yarn, paper punch, construction paper.	
11.	Full length mirror(s).	
16.	Art paper the size of a child or butcher paper.	

WHO AM I? WHO ARE YOU?

OBJECTIVE: 1. The child can 1) verbally identify himself using his first and last name, 2) read his first name 3) identify a photograph of himself as measured by teacher-made criterion referenced test.	**MATERIALS:** polaroid camera, film, snapshot backings, each child's name printed on heavy strip of paper which has been covered with clear contact paper, chalk, tape.
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Have children stand, one at a time, and say their name. As each child finishes saying his full name, print his first name on the chalkboard, saying each letter as it is written. Then have all the children READ the name with you. (Some children are greatly disappointed if they do not learn to read during the first few days of school. Having the children READ the names with you helps satisfy this need. Emphasize to the children that they are reading the names.)
2. Before the second child introduces himself, take a closeup polaroid snapshot of the first child. Put backing on each snapshot. After all of the group has been introduced, give each child his photograph and let the children look at themselves.
3. Collect the photographs. Give each child the strip of heavy paper which has been covered with contact paper and has his first name written on it. Have each child come to the front of the group, READ his name for the others and match the name strip with his name written on the chalkboard. Tape each child's snapshot onto the contact-covered name strip. Hold a name strip up in front of the children. When a child recognizes his picture and name, he is to jump up and say, "That's me, my name is (John)."
4. The name-picture strips may be displayed on the bulletin board between sessions in which they are used.

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WHO AM I? WHO ARE YOU? (II)

OBJECTIVE: **2.** The child can respond when he hears his name on the tape recorder.

RELATED AREAS: language

MATERIALS: ink pad, cassette tape recorder, blank tape, picture-name strips made last session.

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. As the children enter the room have a box with the picture-name strips in it on a low table. Instruct each child to find his strip.
2. In the small group, have each child stand, hold up his picture-name strip and say, "(John), my name is (John Smith)." Record each child as he introduces himself. After all have recorded their names, play back the tape and instruct the children to stand when they hear their name and voice.
3. Collect the picture-name strips. Help each child make a thumb and first finger print on his name strip. Let the children compare their finger prints. Point out some of the differences among the prints to the children. Emphasize that no two fingerprints are alike.

WHO AM I? WHO ARE YOU? (III)

OBJECTIVE: **3.** Each child can identify in photographs 3 of his peers by verbal recall of their first names as measured by teacher made criterion referenced test.

RELATED AREAS: language

MATERIALS: picture-name strips made in previous session. polaroid photos of children made in a previous lesson.

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Seat the children on the floor in a small circle. Give to one child all of the picture-name strips for the children in the group. Instruct him to correctly distribute the strips to his classmates.
2. When a child receives the correct strip he is to reply, "Thank you, my name is (John)." Let each of the children have a turn distributing the name strips to the others.
3. Write each child's first name on the chalkboard. Let each child have a turn matching the name strips with the names printed on the chalkboard.
4. Have children sit in a small circle on the floor with their name strips placed behind them.
5. One child stands in the center of the circle, turns, points to a child and says, "Your name is (John)." If the identifier is correct, the identified picks up his name strip, shows it and says, "Yes, my name is (John)."
6. When the identifier is incorrect, the child mistakenly identified replies, "No, my name is not (Jim), it is (John)," and displays his name strip. He then enters the center of the circle and becomes the identifier.
7. Continue until all of the children have the opportunity to be the identifier at least once.

FACIAL FEATURES

OBJECTIVE: 4. The child can identify by touch and name his eyes, ears, nose, mouth, chin, cheeks, and hair as measured by teacher made criterion referenced test.	**MATERIALS:** magazine picture of a face.
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Point to your eyes and ask, "What are these?" . . . "Where are your eyes?"
2. Point to your ears and ask, "What are these?" . . . "Where are your ears?"
3. Point to your nose and ask, "What is this?" . . . "Where is your nose?"
4. Point to your mouth and ask, "What is this?" . . . "Where is your mouth?"
5. Point to your chin and ask, "What is this?" . . . "Where is your chin?"
6. Point to your cheeks and ask, "What are these?" . . . "Where are your cheeks?"
7. Point to your hair and ask, "What is this?" . . . "Where is your hair?"
8. Teacher will demonstrate by touching and naming her own or a child's eyes, ears, nose, mouth, chin, cheeks and hair.
9. Have the children touch their eyes, ears, nose, mouth, chin, cheeks and hair on command by the teacher.
10. The teacher touches a child's eyes, ears, nose, mouth, chin, cheeks or hair and the child names the part touched by the teacher.
11. Display a picture of a face. Have the children touch the eyes, ears, nose, mouth, chin, cheeks and hair in the picture as directed by the teacher.
12. Teacher touches eyes, ears, nose, mouth, chin, cheeks and hair on picture and asks a child to name the part touched.

FACE BOOK I

OBJECTIVE: 5. The child can draw the eye in the appropriate facial position, as measured by teacher made creterion referenced test.	**MATERIALS:** 2 teacher-made face forms for each child, old magazines, scissors, crayons, paste.
RELATED AREAS: language, fine motor	**GROUP SIZE:** 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

Making the face book will probably extend over a period of 5-7 days. It will involve the children in writing an experience story as well as creating a personal face book. The final lesson of the activity will include summarizing and evaluating the knowledge gained by each student.

1. Hold up one of the face forms and ask the children what they think it is. (See pattern on following page.) Have the children feel their faces. After the children are led in feeling their faces and its features, give each child a face form. Tell the children to draw a picture of their face. Draw specific attention to the ears and chin which are cut into the face form. (At the conclusion of these activities concerning the face, this face will be compared with the face that the child creates during the last lesson. Differences between the 2 faces should provide a means of determining what the child has gained from these activities.) ** NOTE TO TEACHER.
2. Point to your eyes and ask, "What are these?" . . . "Where are your eyes?" . . . "What do we do with our eyes?" . . . "Tell me some things about your eyes." Discuss the various features of the eyes including color, pupils, eyelashes, eyebrows, tear ducts.
3. Record the statements about the eye which the children make and the contributor of each statement. Before the next session primary type or hand print these statements on a ditto master which has a face form drawn on it. At the next session the children will cut out these face forms and this will be one of the pages of their face book.

FACE BOOK I (concl.)

OBJECTIVE: 5.	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

4. Give the children a stack of magazines. Have them look through these and find pictures of eyes, cut one out, and paste it in the proper place on a face form.
5. Check to see that the children have the eye pasted correctly on the face form.
6. Instruct the children to draw an eye across from the eye which they have pasted. Collect the faces.

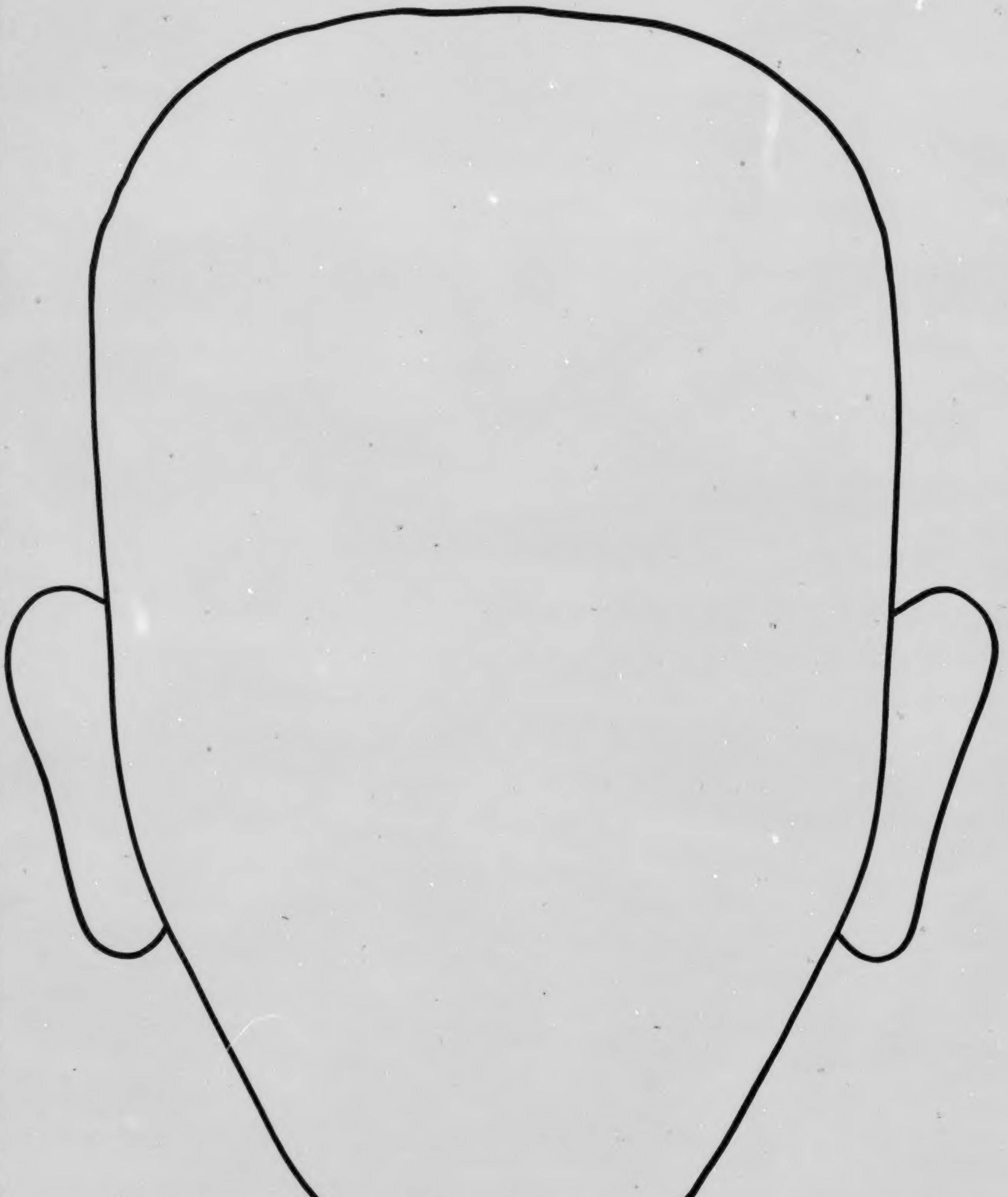
NOTE TO TEACHER:

Prepare the experience ditto on the eyes for next session.

** you may want to break this lesson into 2 sessions, doing only procedure No.1 during the first session.

If the children are not capable of cutting out the face forms, the forms with the experience stories written on them should be cut out for the children. (See procedure No.3)

PATTERN FOR FACE BOOK



FACE BOOK II

OBJECTIVE: 6. The child can draw a nose in the correct facial position, as measured by teacher made criterion referenced test.

RELATED AREAS: language, fine motor

MATERIALS: face form for each child, old magazines, scissors, crayons, paste, spoonful of peanut butter, toothpaste, slice of onion, slice of banana.

Optional: blindfolds, extra face forms.

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Point to your nose and ask, "What is this?" . . . "What do I do with it?" Discuss the nose and its function.
2. Ask the children to put their hands over their eyes (or use blindfolds). Let each child smell the toothpaste. Have the child whisper to you what he thinks he is smelling. Or the children may guess as a group after all have smelled each item. Repeat this procedure with the onion slice, banana slice, and spoonful of peanut butter. (Various items may be used in addition to or instead of those suggested.)
3. After smelling the items, have the children dictate experience statements about the nose. Record these statements along with the name of each contributor.
4. Distribute face forms and instruct the children to draw a nose on it in the appropriate place.
5. Have the children look through magazines, cut out a nose and paste it appropriately on the opposite side of the face form. Collect these forms.
6. Distribute to the children the face forms with the experience statements about eyes. Have them cut out these forms. Some may need help cutting. Collect these pages.

FACE BOOK II (concl.)

OBJECTIVE: 6.	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

7. Those children finishing quickly may cut out and paste on another face form magazine pictures of things they can smell. The children will need some discussion and supervision on this task.

NOTE TO TEACHER: Prepare experience ditto about nose on a face form master.

FACE BOOK (III)

OBJECTIVE: 7. The child can draw the ears in the correct facial position as measured by teacher made criterion referenced test.

RELATED AREAS: language, fine motor

MATERIALS: face form without ears for each child, regular face form for each child, old magazines, scissors, paste, a recording of faimiliar sounds or various items which produce familiar sounds.

GROUP SIZE: 4–6 children

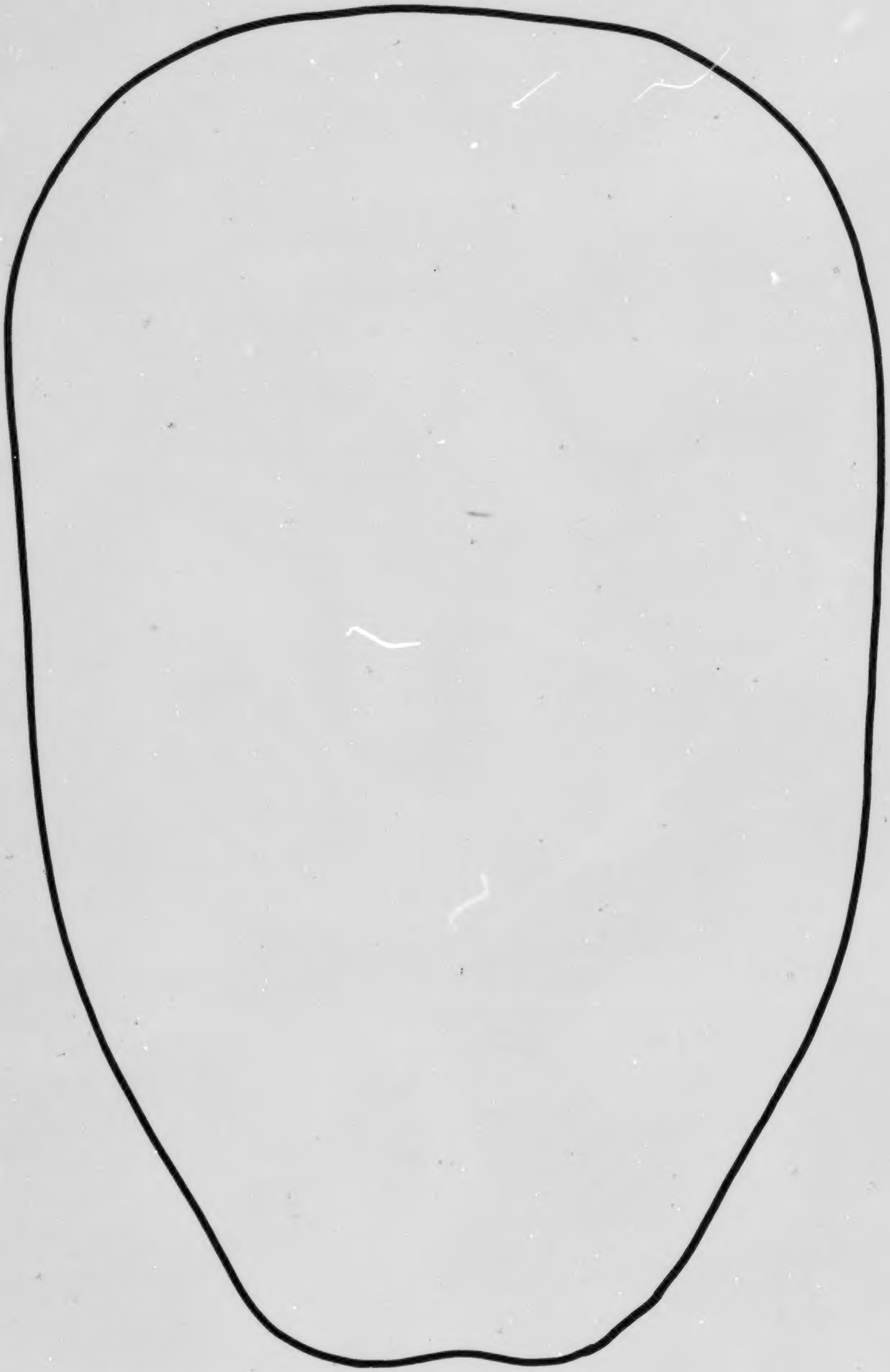
LESSON TIME: 15 minutes

PROCEDURE:

1. Play a tape of familiar sounds which has been recorded for the children or have the children close their eyes and teacher produces sounds which the children will recognize. Suggested sounds are: hand clap, whistle, wadding of paper, writing on chalkboard, typewriter, piano, screwing on a jar lid, opening a can of soda pop.
2. Hold up a face form without ears and ask a child to show you where the ears should be (see pattern on following page). Ask the other children to touch their ears.
3. Distribute face forms without ears and instruct the children to draw the ears on it in the appropriate place.
4. Have the children cut out the face form - being careful not to cut off the ears they just drew.
5. Talk about ears and the sounds we hear. Record these statements for another experience page.
6. Have the children look through magazines, find and cut out pictures of things which they can hear. Let the children paste these pictures on a face form page. Collect these pages.
7. Distribute to the children the face forms with the experience statements about the nose. Have them cut out these forms.

NOTE TO TEACHER: Prepare the experience ditto about the ears.

FACE PATTERN FOR LOCATING & DRAWING EARS



FACE BOOK IV

OBJECTIVE: 8. The child can draw a mouth in the appropriate facial position, as measured by teacher made criterion referenced test.	**MATERIALS:** 3-4 face forms for each child, crayons, lipstick, kleenex, large magazine pictures of mouths.
RELATED AREAS: language, fine motor	**GROUP SIZE:** 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Display a picture of the mouth. Ask the children what it is. Have the children touch their mouths.
2. Talk about the mouth, the various ways we use our mouth (eat, talk, blow, kiss, smile, frown) and the parts of the mouth (teeth, lips, tongue, gums).
3. Let the children dictate experience statements about the mouth. Record these statements for an experience page on the mouth.
4. Apply to one child at a time a moist lipstick and have him make a lip print on a face form by pressing his mouth against the form in the appropriate place.
5. Children may cut out mouths from old magazines and paste them on face forms. As the children are cutting and pasting, talk with them about the expressions (happy, sad, mad) which a mouth can project. Have the children draw a mouth on a face form. Collect these pages.
6. Have the children cut out the experience page about ears.

NOTE TO TEACHER: Prepare the experience ditto about mouths.

FACE BOOK V

OBJECTIVE: 9. The child can draw his hair in the appropriate place as measured by teacher made criterion referenced test.

RELATED AREAS: language, fine motor

MATERIALS: face form for each child, crayons, scissors.

Optional: yarn, paste

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Lead the children in a discussion about hair: the different lengths, colors, styles, textures. Record their comments for an experience statement page.
2. Distribute the face forms and explain to the children that they are to draw their hair on the form. Tell them to be especially careful to make their hair the appropriate color, length and style (examples: bangs, parts, curls, barrettes).
3. Collect these pages and distribute the experience statement pages about mouths for the children to cut out. Collect these pages.

NOTE TO TEACHER: 1) Prepare the experience ditto about hair, 2) See FACE BOOK VI, Procedure No.1.

ACTIVITY VARIATION: Concerning procedure No.3 - The children may paste yarn on for the hair instead of drawing it on the face form.

FACE BOOK VI

OBJECTIVE: 10. The child can appropriately draw 2 eyes, mouth, nose, hair on a face form as measured by teacher made criterion referenced test.

RELATED AREAS: fine motor, language

MATERIALS: face form for each child, crayons, 12-15 inches of yarn for each child, paper punch, 2 pieces of construction paper per child.

GROUP SIZE: 4–6 children

LESSON TIME: 15–20 minutes

PROCEDURE:

1. Before the session select a drawing or paste-up from each child's face forms. Include in your selection 1 drawing on each of these features: eye, nose, mouth, hair. Other selections might be the "sounds we hear" paste-up page or the drawing of the face that was made during FACE BOOK I. EACH child should have 1 of his pages in the selection.
2. Assimilate these selected pages with the experience statement pages. The experience statement page should precede the appropriate paste-up or drawing page for each facial feature.
3. Read and display to the children the entire face booklet.
4. Give each child a face form. Instruct him to draw his face, remembering to include in his drawing everything he has learned about his face.
5. Talk about and display the faces the children have created. Record a statement from each child about his face for a concluding experience page.
6. Have the children cut out the experience page on hair.

NOTE TO TEACHER: Make a ditto of the summary experience statements.

FACE BOOK VI (concl.)

OBJECTIVE: 10.	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

Put all pages of each child's face book together, including the summary experience page which was made during this lesson.

**Cut 2 face forms out of construction paper to make a front and back cover for each child's booklet.

Write on the front cover "My Face Book" and the child's name.

**Paper punch 2 holes at the top of the covers about 3 inches apart.

Paper punch 2 holes at the top of all pages about 3 inches apart.

**Grasp 1 end of the yarn and thread it down through the right hole, across the back cover and up through the left hole.

Tie the ends together across the front in a bow.

**Those statements preceded by an asterisk may be performed by or performed with help by the children. An extra session may be added by letting the children, if they are capable, perform these tasks.

If the children paper punch the covers, circles should be penciled onto the covers where the holes are to be punched.

IDENTIFYING BODY PARTS (I)

OBJECTIVE: **11.** The child, after touching demonstration by teacher, , can touch the following body parts upon verbal instruction as measured by teacher made criterion referenced test.

neck
head
shoulders
arms
legs
toes
wrists
hands
fingers
chest
stomach
back
knees
feet
heels
elbows
ankles
hips

RELATED AREAS: language

MATERIALS: 1 - 3 full length mirrors

GROUP SIZE: 4–6 children

LESSON TIME: 2–3 minutes with each child individually, 10–12 minutes with entire group.

PROCEDURE:

INDIVIDUAL

1. Stand child in front of full length mirror. Say, "See (John)". Have the child touch himself while watching in the mirror and repeating his name.
2. Turn the child in various directions and let him notice his different profiles in the mirror. Have him say, "This is (John)", "I am John".

GROUP

1. With the group of children watching, touch the different parts of the body and say, "This is my (head); touch your (Head)." Use this form with the following parts of the body:

neck
head
shoulders
arms
legs
toes
wrists
hands
fingers
chest
stomach
back
knees
feet
heels
elbows
ankles
hips

IDENTIFYING BODY PARTS (I)

OBJECTIVE: 11.

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

2. For children having no difficulty with the above terms and if time permits, the following terms may also be used. Children sometimes delight in knowing some of these less common body parts.

knuckles
torso
abdomen
waist
forehead
thigh
cheeks
calf
trunk

IDENTIFYING BODY PARTS (II)

OBJECTIVE: 12. The child can identify, without demonstration being given, the following body parts by touching upon verbal instruction as measured by teacher made criterion referenced test.

head
elbows
feet
chest
legs
stomach
ankles
shoulders
toes
back
hands
arms
hips
wrists
knees
fingers
heels
neck

RELATED AREAS: language, gross motor.

MATERIALS: none

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Review with the children IDENTIFYING BODY PARTS (I), procedure No.1. Begin lesson II with the children only if they can correctly perform the previous lesson. If most of the children are ready for lesson II, move on, but review lesson I with those having difficulty until they perform it successfully.

2. Say to the children, "Touch your (head)". Do not give a demonstration. Instruct the children to touch the following body parts:

    head
    fingers
    elbows
    arms
    chest
    heels
    legs
    hands
    stomach
    ankles
    knees
    neck
    toes
    back
    feet
    shoulders
    wrists
    hips
    heels

3. Ask the children to close their eyes. Instruct them to touch the body parts listed above while their eyes are closed.

MOVEMENT OF BODY PARTS (I)

OBJECTIVE: 13. Each child can touch 1 body part to another upon verbal instruction as determined by teacher made criterion reference test.	**MATERIALS:** none
RELATED AREAS: language, gross motor	**GROUP SIZE:** 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Review with the children IDENTIFYING BODY PARTS II, procedure No. 2. Depending upon the amount of recall evidenced by the children, determine if they are ready for MOVEMENT OF BODY PARTS I. If children are not ready for MOVEMENT OF BODY PARTS I do not move ahead.

2. Give the children the following instructions for touching one body part to another.

elbow to elbow
elbow to knee
ear to shoulder
arm to leg
hands to hips
fingers to toes
fingers to stomach
wrist to neck
hand to foot
hand to hand

hand to elbow
foot to knee
foot to foot
chin to chest
hands to back
nose to knee
wrist to ankle
fingers to shoulder
elbow to stomach
knee to knee

MOVEMENT OF BODY PARTS (II)

OBJECTIVE: **14.** Following teacher demonstration of body movements, the child can perform the body movements as verbally instructed and determined by teacher made criterion referenced test.

MATERIALS: none

RELATED AREAS: language, fine motor, gross motor

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Demonstrate to the children the following body movements:

    wiggle your nose
    blink your eyes
    bend your knees
    tiptoe on your toes
    shrug your shoulders
    wiggle your toes
    make a frown with your mouth
    bend your arms
    nod your head
    twist your shoulders
    wiggle your fingers
    twist your neck
    make a smile with your mouth
    raise your eyebrows

2. After the children have watched the demonstration, again give the instructions and have the children perform the movements with you.
3. Give the instructions again and have the children perform the movements without any demonstration.

BODY FUNCTIONS

OBJECTIVE: 15. The child can verbally complete the unfinished statements about the functions of the following body parts as measured by teacher made criterion referenced test:

feet eyes fingers mouth
ears hands nose

RELATED AREAS: language, fine motor, gross motor

MATERIALS:

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Review with the children the functions of body parts by making simple statements and demonstrating the statements. State and perform each of the statements at least three times. Add to the sample list of statements other appropriate statements and demonstrations.
2. Repeat the statements and demonstrations but do not name the body part which performs the function. Have the children fill in the name of the body part and identify it on their body.
3. Repeat the statements not performing the demonstrations and omitting the name of the body part. Have the children fill in the name of the body part and perform the demonstration.

SAMPLE STATEMENTS:

I walk with my ____FEET____. (run, jump, hop, skip)

I hear with my ____EARS____. (listen)

I speak with my ____MOUTH____. (talk, chew, eat, blow)

OBJECTIVE: 15. **RELATED AREAS:**	**MATERIALS:** **GROUP SIZE:**

LESSON TIME:

PROCEDURE:

I see with my ______EYES______ . (wink, blink, squint)

I clap my ______HANDS______ . (wave, raise)

I write with my ______HAND______ .

I smell with my ______NOSE______ . (breathe)

I snap my ______FINGERS______ . (wiggle)

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BODY SILHOUETTE

OBJECTIVE: **16.** Using a body silhouette, the child can appropriately draw in the eyes, nose, mouth, hair and clothing apparel for that day after being given directions by the teacher as measured by teacher made criterion referenced test.

MATERIALS: art paper the size of a child or butcher paper, crayons, scissors, full length mirrors

RELATED AREAS: language, fine motor, gross motor

GROUP SIZE: 4–6 children

LESSON TIME: 15–25 minutes

PROCEDURE:

1. One at a time, have each child lie on a sheet of art or butcher paper which is larger than the child. Trace around the child's body silhouette using a large black crayon. Make sure the silhouette includes the ears and fingers.
2. Have the child stand up, away from the silhouette, draw in the child's chinline and hairline.
3. Instruct the child to draw in his eyes, nose and mouth in the proper place.
4. Discuss with the child (or children) the clothing he has on. Talk about colors and shirt and slacks, blouse, dress, skirt. Discuss the various shades of hair the children have.
5. Have the children color their body silhouette according to the clothing that they are wearing. Help them to duplicate themselves as closely as possible on their silhouettes.
6. Have the children cut out their silhouettes.

NOTE TO TEACHER: This is an excellent activity to do before open house. Each silhouette with the child's name printed on it may either be hung on the wall or placed in the child's chair for display during the open house.

SELF PORTRAITS

OBJECTIVE: 17. The child can correctly draw himself including the following body parts:

2 arms
2 legs
2 hands
2 feet
2 eyes
2 ears
nose
mouth
head
trunk
neck
2 shoulders

as measured by teacher made criterion referenced test.

RELATED AREAS: language, fine motor

MATERIALS: large size art paper for each child, crayons, full length mirrors (number depends upon group size).

GROUP SIZE: 4–6 children is best, but group may vary

LESSON TIME: 15 minutes (may need to finish drawings and have teacher check in a second session.)

PROCEDURE:

1. Identify on your person the following body parts for the children:

   2 arms
   2 hands
   2 shoulders
   mouth
   2 legs
   2 feet
   nose
   neck
   2 eyes
   2 ears
   head
   trunk

2. Stand looking into a full length mirror and again identify the body parts for the children.
3. Emphasize to the children how the neck extends from the head, the shoulders extend from the neck, and the arms attach to the shoulders.
4. Count with the children the number of arms, legs, hands, feet, eyes, ears and shoulders they have. Touch each part as you count.
5. Have each child go to a full length mirror and look at the parts of his body.
6. Distribute to the children large art paper and instruct them to draw themselves. Explain to them that they are to use the mirrors to help them draw their self portraits.
7. Circulate among the children while they are drawing their self portraits. Check each child's drawing with him for all of the body parts listed in the objective. If any of these parts are missing, help the child correct his drawing.

SUPPLEMENTAL BODY IMAGE ACTIVITIES

1. Make or buy a puzzle of body parts. A Raggedy Ann or Andy may be made (or bought) and divided into body segments. One doll may be divided into six segments (head, trunk, two arms, two legs). Another doll may be divided into more segments -- hands and feet separated from arms and legs. The legs and arms may also be divided at the knees and elbows.
2. Paper dolls may be cut into segments and the child may reassemble these dolls. The pieces may be kept in mailing envelopes.
3. Draw stick figures on the chalkboard or paper with missing body parts. Have the children determine the missing parts, name them, and then complete the drawing.
4. Instruct a child to identify specific body parts while he watches his movements in a full length mirror.
5. Instruct the children to touch specific body parts to various surroundings:
    - head to floor
    - hands to wall
    - knees to floor
    - ear to chair
    - stomach to floor
    - elbows to chalkboard
    - head to table, desk
    - wrist to chalkboard
    - nose to window
    - shoulders to floor
    - ankle to wall
    - chest to desk
    - back to wall
    - fingers to book
6. Have the child sit in front of an overhead or film projector with his image reflected onto a piece of paper which is attached to the wall or chalkboard. Trace around the silhouette. Have the child fill in the missing facial features.
7. Collect pictures of specific body parts and ask the children to identify them.
8. Paste a picture of a specific body part (arm, nose) on a piece of paper. Instruct the child to draw a complete person or face around the specific part.
9. To emphasize and reinforce names of body parts, teach the children to do the "Hokey Pokey" and "Looby Loo". See ACTIVITY EXPLANATIONS under REFERENCES.

10. Sit on the floor with the child facing you. Have the child watch your facial expressions, then have him imitate the expressions. The following are expressions which may be used:

open, close mouth, grin, yawn
open, close eyes, roll, blink, wink
wiggle nose, wiggle nose with finger
say, "Look, I am touching my ______________.
Can you touch your ________________?"

This activity may also be performed with the child watching his face in a mirror.

11. Let children identify themselves and others by viewing 1) color slides of each child, 2) color photographs, 3) black and white photographs.

12. Mix photographs of the children with mounted pictures of children from magazines. Have the children identify themselves. Mix photographs of children with pictures of children unknown to them. Have them identify themselves and each other.

13. Seat the children on the floor in a small group. Call a child's name and then give him a simple direction to follow. After each child has had an opportunity to perform several times, change the procedure in the following manner: give a simple direction, follow this by calling on a specific child to fulfill the direction. This helps the children learn to listen closely to all directions. If time does not permit the repetition of this activity with several small groups, the activity can be pre-recorded on a cassette recorder. For pre-recording the activity, mentally divide the children into their groups and then record the lesson as if you were speaking directly to them.

14. Have the children locate body parts on a doll and tell the functions of these parts. Point to specific body parts on the doll and ask the child to identify them.

15. On separate sheets of art paper have the children draw nose, eyes, hair, ears, mouth, legs, arms, hands, feet, head, neck. Have the children cut out these parts and assemble them onto a trunk of a man which you have drawn on a large sheet of butcher or brown wrapping paper. The parts may be pasted on if you do not wish to use the image for other practice activities.

BODY IMAGE SUPPLEMENTAL ACTIVITIES

16. Seat the children in a small circle on the floor. Call out a name at random. When a child hears his name he is to jump up and say, "That's me!" To change this activity let a child start the activity by calling a name and then let the person he selected call out the next name. Encourage the children to respond quickly during the activity.

17. Have the children make human figures out of clay. Work closely with them, pointing out the various body parts and checking to see that all parts are represented.

18. Sing and perform the song "Head and Shoulders, Knees and Toes". See ACTIVITY EXPLANATIONS under REFERENCES.

19. If the Peabody Language Development Kit is available, several body image activities may be performed using the mannequin from the Kit. Suggestions are as follows: 1) Hide a piece of the mannequin and let the children tell which part is missing, 2) Either individually or in small groups (two-three children) have the children put the mannequin together properly, 3) Put the mannequin together incorrectly and ask the children or a child to correct the mistake(s).

20. Request the child to identify specific body parts on himself while he is in various positions. Positions which may be used include lying on the floor, sitting in a chair, kneeling or standing.

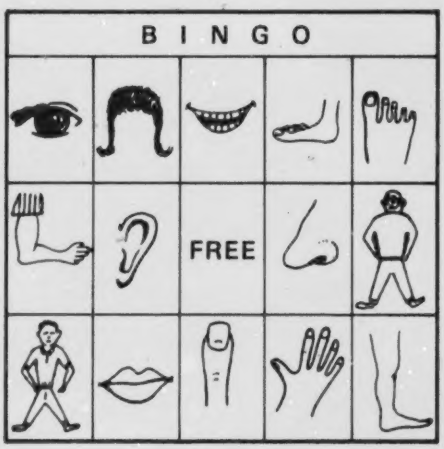
21. Have the children either lie down or sit in comfortable positions and then have them alternately tighten and relax their total bodies. (Tighten as hard as you can . . . . Make all of your body tight.) The tightening phase should last from three to six seconds and be followed by instructions to relax completely or some instructions compatible with the child's level of understanding (Become a cloud, Take the bones out of your muscles.) All tightening phases should be interspersed with relaxing and deep breathing (take a deep breath and let it out completely.)

22. Start with the top of the body and ask the children to tighten their face, then relax, then neck, shoulders, arms, hips, on down the body; alternate with periods of relaxation and deep breathing. Then do the procedure going up the body; feet, hips, arms. This may be repeated several times up and down.

23. Play the game: How Slowly Can You . . . . ? Have one or more children see how slowly they can move in various ways. A chalkboard, mats, taped lines on the floor may be used in this activity.

24. Body Parts Bingo -- Make Bingo cards with five rows across and three rows down. Color in the center square and write FREE on it. Suggested body parts for the other squares are as follows: eye, arm, body front, hair, ear, lips, teeth, finger(s), foot, nose, hand, toes, body back, leg. These body parts may be drawn in the squares or found in magazines and pasted in the squares. Make sure the arrangement of the body parts on each Bingo card is different. Write each of the body parts represented on a small square of paper. Give each child a Bingo card and some beans or small squares of paper to use for covers. Draw a square on which a body part has been written and call it out. The children will place a cover over this square if they have it on their card. The first child to cover three-four body parts in a straight or diagonal line calls out BINGO. Check the child's card against the parts which have been called to make sure the child has covered his squares correctly. Make a set of picture body parts to use for calling and let a child draw and call out the parts for his peers to cover.

SAMPLE CARD



eye, hair, teeth, foot, toes

arm, ear, FREE, nose, body back

body front, lips, finger, hand, leg

GROSS MOTOR

EDITED AND ABBREVIATED PERFORMANCE OBJECTIVES

GROSS MOTOR

GROSS MOTOR PERFORMANCE OBJECTIVES

ABBREVIATED AND SEQUENCED

1. Static Balance
2. Balance Beam
3. Rolling and Catching
4. Throwing and Catching
5. Jumping
    - A. Shape Jumping
    - B. Rope Jumping
    - C. Jumping Jacks
    - D. Number Grid Jumping
6. Trampoline
7. Hopping
8. Skipping

MEASUREMENT ITEMS

1. Static Balance

_____ a. Child can balance with two (2) feet together for ten (10) seconds.

_____ b. Child can balance on tiptoe for ten (10) seconds.

_____ c. Child can balance on each foot with the aid of his arms for six (6) seconds.

_____ d. Child can balance on each foot for six (6) seconds while holding the other foot with his hand.

_____ e. Child can balance on each foot for six (6) seconds with arms folded in front of body.

2. Balance Beam

_____ a. Child can walk sideways a six (6) foot long, four (4) inch wide balance beam without stepping off.

_____ b. Child can walk six (6) foot long, four (4) inch wide balance beam using the forward slide step with each foot leading without stepping off the board.

_____ c. Child can walk six (6) foot long, four (4) inch wide balance beam using the backward slide step with each foot leading without stepping off the board.

_____ d. Child can walk six (6) foot long, four (4) inch wide balance beam using the forward heel-toe walk without stepping off the board.

_____ e. Child can walk six (6) foot long, four (4) inch wide balance beam using the backward heel-toe walk without stepping off the board.

_____ f. Child can walk six (6) foot long, two (2) inch wide balance beam:

_____ 1. sideways

_____ 2. forward slide step

_____ 3. backward slide step

_____ 4. forward heel-toe step

_____ 5. backward heel-toe step

3. Rolling and Catching

_____ a. Child can roll a ball to another person a distance of three (3) feet.

_____ b. Child can catch a ball rolled to him from a distance of three (3) feet.

4. Throwing and Catching

_____ a. Child can toss bean bag into 1-½ foot diameter container from a distance of four (4) feet.

_____ b. Child can catch a ball which he has bounced one time.

_____ c. Child can catch a ball which is bounced to him from a distance of approximately five (5) feet.

_____ d. Child can toss up ball and catch it without letting it bounce.

_____ e. Child can catch a ball thrown to him from a distance of approximately five (5) feet without letting it bounce.

5. Jumping (A. Shape Jumping)

_____ a. Child can jump in place with feet together three times.

_____ b. Child can jump into, out of and around a circle on command.

_____ c. Child can jump into, out of and around a square on command.

_____ d. Child can jump into, out of and around a rectangle on command.

_____ e. Child can jump into, out of and around a triangle on command.

_____ f. Child can jump into, out of and around a rhombus (diamond) on command.

g. Child can jump in designated shapes as follows:

_____ 1. Jump 4 times in the circle.

_____ 2. Jump 2 times in the square.

_____ 3. Jump 5 times in the triangle.

_____ 4. Jump 3 times in the rectangle.

_____ 5. Jump 4 times in the rhombus (diamond).

h. Child can jump with eyes open:

_____ 1. landing in the same spot.

_____ 2. landing ¼ turn around.

_____ 3. landing ½ turn around.

i. Child can jump with eyes closed:

_____ 1. landing in the same spot.

_____ 2. landing ¼ turn around.

_____ 3. landing ½ turn around.

5. Jumping (B. Rope Jumping)

_____ a. Child can jump over a slow moving rope lying on the floor, three (3) times in succession.

_____ b. Child can jump three (3) times in succession over a still rope that is raised 1-½ inches off the floor.

_____ c. Child can jump three (3) times in succession over a slow moving rope that is raised 1-½ inches off the floor.

_____ d. Child can jump a turning rope three (3) times in succession.

5. Jumping (C. Jumping Jacks)

_____ a. Child can perform three (3) jumping jacks in succession with good coordination of hand and foot movements.

5. Jumping (D. Number Grid Jumping)

Child can jump on number grid as follows:

_____ a. Jump on number 7.

_____ b. Jump on number 3.

_____ c. Jump on number 8.

_____ d. Jump on number 4.

6. Trampoline

_____ a. Child can bounce on trampoline in a sitting position unaided.

_____ b. Child can execute the knee bounce on the trampoline unaided.

_____ c. Child can initiate a standing jump on the trampoline while being supported by the teacher's hands.

_____ d. Child can initiate and stop a standing jump on the trampoline while being supported by the teacher's hands.

_____ e. Child can jump and stop on the trampoline without teacher support.

_____ f. Child can make ¼ and ½ circle turns unsupported on the trampoline.

7. Hopping

_____ a. Child can hop three (3) times in succession on his right foot and his left foot.

_____ b. Child can hop with his eyes closed three (3) times in succession on each foot.

_____ c. Child can hop the distance of ten (10) feet with right foot and left foot.

_____ d. Child can hop into a shape (circle, square, etc.) and can hop around a shape on command.

e. Child can hop with eyes open:

  _____ 1. Landing in the same spot.

  _____ 2. Landing ¼ turn around.

  _____ 3. Landing ½ turn around.

f. Child can hop with eyes closed:

  _____ 1. Landing in the same spot.

  _____ 2. Landing ¼ turn around.

  _____ 3. Landing ½ turn around.

8. Skipping

_____ a. Child can skip smoothly a distance of ten (10) feet.

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MONITORING INSTRUMENT
FOR PERFORMANCE OBJECTIVES COMPETENCY

Student Name

GROSS MOTOR
Subject Area

	PRE-TEST			POST-TEST	
	PROFICIENT			PROFICIENT	
PERFORMANCE OBJECTIVES	YES	NO	REMEDIATION	YES	NO
1. Static Balance			Objectives 18–22		
2. Balance Beam			Objectives 23–28		
3. Rolling and Catching a Ball			Objectives 29–30		
4. Throwing and Catching a Ball			Objectives 31–35		
5. Jumping A.) Shape Jumping			Objectives 36–43		
B.) Rope Jumping			Objectives 44–47		
C.) Jumping Jacks			Objective 48		
D.) Number Grid Jumping			Objective 49		
6. Trampoline			Objectives 50–54		
7. Hopping			Objectives 55–59		
8. Skipping			Objective 60		

Proficiency total divided by number of items equals the per cent of total item proficiency ______________.

GROSS MOTOR UNIT MATERIALS LIST

OBJECTIVE NO.:	REQUIRED		OPTIONAL
18.	Clock with second hand or stop watch.		
20.	Chalk (white and colored), whistle.	20.	Bell or xylophone.
23.	Masking tape, yarn, magic markers, 6 foot length ½ inch diameter rope, 6 foot, 4 inch wide walking board, walking board frames (3), chalk.	23.	6 foot strip of 4 inch wide corrugated paper, 2 bean bags (weights), flat lawn mist hose, garden hose.
28.	6 foot, 2 inch wide balance beam.		
29.	Nerf ball.		
31.	Bean bag(s), trash cans, hoops (1-½ feet diameter).	31.	Old tire, large paper portrait, cards with colors, shapes, letters, numbers, etc., milk cartons.
32.	Playground balls.		
36.	Small low objects to jump.		
		42.	Colored cardboard shapes (rhombus, circle, square, rectangle, triangle).
43.	Masking tape, magic markers, colored chalk.		
44.	10-12 foot jump rope, metronome.		
47.	Set of red and green footprints.		
49.	4 x 6 plastic tablecloth or clear contact paper which has been backed.		
50.	1 small trampoline.		
		53.	Number flash cards.
55.	16 pairs of red and green footprints.		

STATIC BALANCE - 1) FEET TOGETHER

OBJECTIVE: 18. The child can maintain static balance, feet together for 10 seconds as measured by teacher-made criterion referenced test.

MATERIALS: Clock with second hand

RELATED AREAS: gross motor

GROUP SIZE: 4–8 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Have all the children stand facing you. You will need to be able to totally see each child so you can check their position and their balance in that position. Instruct the children to stand with their heels and toes together and touching. Demonstrate this position to them.
2. Children are to hold this heel-toe feet together stance for 10 seconds. Count each second off out loud. Note any children experiencing difficulty.
3. Repeat this activity 3 times, giving the children 3 chances for success. See NOTE TO TEACHER for exception to this procedure.

NOTE TO TEACHER: To be done individually with the children.

If a child has difficulty with FEET TOGETHER balance:

1. Have the child attempt the task for only 5 seconds.
2. If he still has difficulty, let him use his arms to aid balance and again try the 5 second trial.
3. If still experiencing difficulty, have the child remove his shoes and begin with a 2 second time segment.

STATIC BALANCE - 2) TIPTOE

OBJECTIVE: **19.** The child can maintain static balance, feet apart and on tiptoe for 10 seconds as measured by teacher-made criterion referenced test.

MATERIALS: Clock with second hand

RELATED AREAS: gross motor

GROUP SIZE: 4–8 children

LESSON TIME: 10 minutes

PROCEDURE:

1. With all children facing you, demonstrate the position for tiptoe balance. Feet should be 4–6 inches apart and parallel. One foot should not be in front of the other. Arms are held down at the sides of the body. The position is to be held for 10 seconds.
2. Check the children for correct tiptoe balance positions and count off out loud each of the 10 seconds. Note any children experiencing difficulty. Repeat the activity 3 times, giving the children 3 chances for success. See NOTE TO TEACHER for an exception to this.

NOTE TO TEACHER: To be done individually with the children.

If a child has difficulty with TIPTOE BALANCE:

1. Have the child attempt the task for only 5 seconds.
2. Let him use his arms to aid his balance on a 5 second trial.
3. Let him hold on to the back of a chair which is approximately waist high and let go of the chair for as long a period of time that he can maintain tiptoe balance.

For children unable to achieve under these conditions, see SUPPLEMENTAL ACTIVITIES at the end of this section for pre-standing balance training.

ONE-FOOT STATIC BALANCE (I)

OBJECTIVE: 20. The child can maintain static balance on each foot with the aid of his arms for 6 seconds as measured by teacher-made criterion referenced test.

MATERIALS: Clock with second hand

RELATED AREAS: gross motor

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

Group - - -

1. Have children stand, 2–3 feet apart, with each child facing you. Demonstrate standing on 1 foot. (The foot without weight should be held slightly up and behind the body.) Hold position for 6 seconds. The arms may be used to aid balance.
2. Ask the children to stand on one foot. They may choose either foot to stand on. Do the task with the children. Note those children who cannot maintain balance for 6 seconds and which foot is the weight bearer.
3. Have the children repeat the procedure with their weight resting on their other foot. Note children who are having difficulty and which foot is the weight bearer.
4. If some of the children are having trouble, time the group on each foot for 4 seconds to determine if they still have difficulties. If some children still experience difficulty, they will need individual help. See suggestions under NOTE TO TEACHER.

ONE-FOOT STATIC BALANCE (I) (cont.)

OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

NOTE TO TEACHER:

For children having difficulty with ONE-FOOT STATIC BALANCE:

1. Time the children for 2 seconds on one-foot static balance. If successful increase the time to 3–4–5–6 seconds.
2. If the child is unsuccessful at one-foot static balance for 2 seconds, have him stand beside the back of a chair which is approximately waist high. Holding onto the chair back, have him lift one foot and stand for 2–3–4–5–6 seconds. Have him reverse feet and repeat.
3. After achieving this, have the child hold onto the chair back, raise one foot and then release the chair back for as long as he can. When 6 seconds is achieved on one foot, proceed to the other foot.
4. For children unable to achieve under these conditions, see SUPPLEMENTAL ACTIVITIES at the end of this section for pre-standing balance training.

ONE-FOOT STATIC BALANCE (I) (concl.)

OBJECTIVE:

MATERIALS: Chalk, 40 x 40 foot area outside, or large open room inside, whistle for outside signal, bell or xylophone may be used for inside signal.

RELATED AREAS:

GROUP SIZE: 4–6 children, may have as many as 12.

LESSON TIME:

ADDITIONAL ACTIVITY: FREEZE

PROCEDURE:

1. If you are using an inside area, move all obstacles to the sides of the room. If you are using an outside area, use chalk to mark off a 40 x 40 foot area or 50 x 50 foot area that is free of obstacles.
2. Instruct the children to begin free movement (running, skipping, twirling) when they hear the signal. If outside you may use a whistle. If you are inside, use xylophone, bell or blink the lights for the signal instead of the whistle. When they hear the signal the second time, they are to freeze, holding the exact position they were in when the signal was given. The children should hold their positions for approximately 6 seconds. They may relax when the teacher calls "unfreeze".
3. Note those children which have difficulty holding their positions. Give the signal again for the children to begin another time of free movement.

ONE-FOOT STATIC BALANCE (II)

OBJECTIVE: 21. The child can maintain static balance on each foot for 6 seconds while grasping the resting foot behind his back with his hand as measured by teacher-made criterion referenced test.

MATERIALS: Clock with second hand

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

GROUP - - -

1. Have children stand, 2–3 feet apart, with each child facing you. Demonstrate standing on one foot. Hold the foot without the weight on it with the hand on the same side of the body, behind the back. Hold the position for 6 seconds.
2. Ask the children to stand on one foot as was demonstrated. They may choose either foot to stand on. Do the task with the children. Note those children who cannot maintain balance for 6 seconds while holding the other foot. Note which foot is the weight bearer.
3. Have the children repeat the procedure with their weight resting on their other foot. Note the children having difficulty and which foot is the weight bearer.
4. If some of the children are having trouble, time the group on each foot for 4 seconds to determine if they still have difficulties. If some children still experience difficulty follow the procedure suggested under NOTE TO TEACHER on ONE FOOT STATIC BALANCE (page 53).

ONE-FOOT STATIC BALANCE VARIATIONS

1. The following activity listings are variations of static balance to use with the children. Use in the sequence suggested. Proceed with these activities at a rate that is congruent with the ability of the children. You may want to add other variations to those suggested.

ONE-FOOT STATIC BALANCE (II) (concl.)

OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

a) Stand on right foot. Hold left foot with left hand.

b) Stand on left foot. Hold right foot with right hand.

c) Arms folded in back, favorite foot first, alternate foot.

d) Eyes closed, right foot then left foot as weight bearer - hand holding behind back the foot which is not the weight bearer.

e) Eyes closed, right foot then left foot, arms folded across front.

f) Eyes closed, right foot then left foot, arms folded across back.

g) Eyes closed, right foot, left foot, weight in same hand as weight bearing foot, weight in hand opposite weight bearing foot.

h) Stand on left foot, hold right foot in left hand.

i) Stand on right foot, hold left foot in right hand.

ONE-FOOT STATIC BALANCE - ARMS FOLDED

OBJECTIVE: 22. The child can maintain static balance on each foot for 6 seconds while arms are folded in front of the body as measured by teacher-made criterion referenced test.	**MATERIALS:** Clock with second hand
RELATED AREAS:	**GROUP SIZE:** 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

GROUP --

1. Have children stand, 2-3 feet apart, with each child facing you. Demonstrate standing on one foot with your arms folded in front of you. (Foot not bearing weight should be held slightly up and behind body.) Hold this position for 6 seconds.
2. Ask the children to fold their arms in front of them and choose one foot to stand on. Do this with the children. Note the children who cannot maintain their balance the entire 6 seconds and which foot is the weight bearer.
3. Repeat this procedure with the children having them use their other foot. Again, note which children have difficulty and the weight bearing foot.
4. If several children have difficulty with the task, time the entire group for 4 seconds and see if they still have trouble. If so, these children will need to be worked with individually starting with a 2 second time segment.

SIDEWAYS BALANCE BEAM WALK - 4 INCH BEAM

OBJECTIVE: 23. The child can walk sideways a 6-foot long, 4-inch wide balance beam as measured by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: 6 foot long, 4 inch wide balance beam (walking board and frame), chalk, yarn, 2 inch to 4 inch wide masking tape, magic markers, 6 foot length of ½ inch diameter rope color coded in 2 foot sections.

ACTIVITY VARIATION: 2 bean bag weights, 6 foot strip of 4 inch wide corregated paper, flat lawn-mist hose.

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Place walking board in its frame parallel to the chalkboard. Frame will lift board approximately 4 inches off the floor (frames - three may be needed: one on each end and one in the middle). Draw an "X" on the chalkboard at the child's eye level across from the halfway distance of the board.
2. With the child's shoes removed, have the child walk the board sideways while keeping his eyes focused on the "X" written on the chalkboard. Children may use their arms to aid balance. The teacher should walk along behind the child with his arms outstretched beneath the child's arms.
3. For children experiencing difficulty, try them on a 2-foot section of the board, then graduate to the 4-foot section. If they are still unable to walk the board, see NOTE TO TEACHER.
4. Children you are not working with may practice on yarn lines on the floor or carpet.

ACTIVITY VARIATION:

1. Have the child walk the board with each foot leading in the sideways walk.
2. Let the child carry bean bag weights as he walks the board. This may be varied by having him carry the weights in both hands, carry only in one hand, alternating hands; carry weights down at side, with arms held out in front, with arms held to the side, shoulder height.

SIDEWAYS BALANCE BEAM WALK (contd.)

OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

NOTE TO TEACHER:

For those unable to walk the board, follow these pre-balance beam procedures:

Individual - - -

1. Using 2 inch to 4 inch width masking tape, make a 6 foot long, 4 inch wide strip on the floor. Use 3–4 layers of tape to make the strip slightly raised. Make the line run parallel to the chalkboard. The tape should be painted in 2 foot sections: first section painted red, second section - blue, third section - yellow.
2. Draw an "X" on the chalkboard at the child's eye level across from the halfway distance on the line.
3. Ask the child to remove his shoes. Instruct him to keep his eyes on the "X" and walk the tape line scooting or sliding one foot always in front of the other foot, sideways down the tape.
4. Have the child attempt the entire 6 foot section. Have the child slide up and down the tape so each foot can lead. If he has difficulty with this, have him attempt a 2 foot section of the tape. If he is successful on the 2 foot section, let him try a 4 foot section of the line. Make a note of each child's achievement. Arms may be used to aid balance.

ACTIVITY VARIATION:

Use a 6 foot strip of corrugated paper which is approximately 4 inches wide.

SIDEWAYS BALANCE BEAM WALK (contd.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

5. Tape a 6 foot length of ½ inch diameter rope to the floor or carpet, parallel to the chalkboard. The first 2 feet of the rope should be painted red, second 2 foot section blue, third 2 foot section yellow.
6. Draw an "X" on the chalkboard at the child's eye level across from the half way distance of the rope.
7. Ask the child to remove his shoes. Instruct him to keep his eyes on the "X" and walk the rope sideways with the same foot always leading. Reverse the procedure so the other foot can lead.

ACTIVITY VARIATION:

For variation in this activity, a length of garden hose may be used. Make sure the hose is firmly secured to the carpet or floor before the children begin walking on it; a section of flat lawn-mist hose works well.

SIDEWAYS BALANCE BEAM WALK (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE: When the child has become successful with the tape and the rope, proceed to the next step:

8. Place the walking board flat on the floor parallel to the chalkboard. The board should be 6 feet long and 4 inches wide. Paint the board in color sections each 2 feet long. You might have a 2 foot red section, followed by 2 feet of blue, then 2 feet of yellow.
9. Draw an "X" on the chalkboard at the child's eye level across from the board at the halfway point.
10. Ask the child to remove his shoes, then walk the board using the sideways slide step while keeping his eyes focused on the "X". The child should hold his arms up and out to the sides to aid his balance. The teacher should walk along behind the child with his arms outstretched beneath the child's arms. Using this position, if the child starts to lose his balance, the teacher's arms will be there to help him regain it before he falls from the board.
11. For children experiencing difficulty, try them on a 2 foot section of the board. When successful on the 2 foot strip, have them try a 4 foot section.

ACTIVITY VARIATION:

While walking the board have the children carry the bean bag weights in various ways such as those suggested previously.

FORWARD SLIDE STEP - 4-INCH BEAM

OBJECTIVE: **24.** The child can walk a 6-foot long, 4-inch wide balance board using the forward slide step with each foot leading as measured by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: 6-foot, 4-inch wide balance board

ACTIVITY VARIATION: 2 bean bag weights

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

INDIVIDUAL - - -

1. To ready the children for this lesson, the teacher will first use some of the Individual Procedures on pages 58 - 61 but with the children using the forward slide step instead of the sideways slide which is taught in those lessons. For this step the children will slide the leading foot forward and then slide the second foot up to meet it. This step is repeated the entire length of the board. Then have the child change his lead foot and repeat the task.
2. On this lesson make the masking tape line (rope, beam) run perpendicular to the chalkboard; the "X" on the chalkboard should be at the child's eye level directly in front of the end of the line (rope, beam). The arms should be outstretched to aid balance, with the teacher proceeding along behind the child with his arms placed underneath the child's arms for assistance if the child begins to lose his balance.

ACTIVITY VARIATION:

Try the procedure with 1) bean bag weights held in various positions
2) arms folded across front of body
3) arms folded across back of body

BACKWARD SLIDE STEP - 4-INCH BEAM

OBJECTIVE: **25.** The child can walk a 6-foot long 4-inch wide balance beam using the backward slide step with each foot leading once as measured by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: 6-foot 4-inch wide balance beam

ACTIVITY VARIATION: 2 bean bag weights

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. To ready the children for this lesson, the teacher will first use some of the Individual Procedures on pages 58 - 61 except using the backward slide step instead of the sideways slide which is taught in those lessons.
2. Follow the same procedures with the children as suggested for the Forward Slide Step (Objective 24.).
3. The same ACTIVITY VARIATIONS may be used with the backward slide as suggested for the forward slide.

FORWARD HEEL-TOE - 4 INCH BEAM

OBJECTIVE: 26. The child can walk a 6-foot long, 4-inch wide balance board using the forward heel-toe walk as measured by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: 6-foot, 4-inch wide balance beam

ACTIVITY VARIATION: 2 bean bag weights

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

INDIVIDUAL - - -

1. To ready the children for this lesson, the teacher will first use some of the Individual Procedures on pages 58 - 61 but with the children using the forward heel-toe step instead of the sideways slide which is taught in those lessons. For this step the child will bring the foot from behind and place it in front of the other foot with the heel of the front foot touching the toe of the back foot.
2. On this lesson make the masking tape line (rope & beam) run perpendicular to the chalkboard; the "X" on the chalkboard should be at the child's eye level directly in front of the end of the line (rope, beam).
3. The teacher should walk along behind the child with his arms held underneath the child's outstretched arms.
4. The same ACTIVITY VARIATIONS may be used with the forward heel-toe as suggested for the other balance beam steps.

BACKWARDS HEEL-TOE - 4 INCH BEAM

OBJECTIVE: 27. The child can walk a 6-foot long, 4-inch wide balance beam using the backward heel-toe walk as measured by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: 6-foot long, 4-inch wide balance beam

ACTIVITY VARIATION: 2 bean bag weights

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. The same procedures and activity variations may be used with the backward heel-toe step as were used with the forward heel-toe step. Make sure the child has an eye focus point when he is not facing the chalkboard "X".
2. The teacher should proceed along with the child with his arms outstretched beneath the child's in case the child loses his balance.
3. Watch carefully to see that for each step the heel of the first foot is placed against the toe of the second foot.

BALANCE ACTIVITIES - 2 INCH BEAM

OBJECTIVE: 28. The child can perform the activities that he did on the 4-inch beam on the 2-inch beam, (sideways, forward, backward slide step; forward, backward heel-toe step) as measured by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: 6-foot long, 2-inch wide balance beam

ACTIVITY VARIATIONS: 2 bean bag weights

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Begin with Objective 23 and follow the same procedures and ACTIVITY VARIATIONS except use the 2-inch beam. Students may need to move through the activities at a slower pace than they did with the 4-inch board. Some will experience much more difficulty on the 2-inch board than they did on the 4-inch board.

BALL ROLLING AND CATCHING

OBJECTIVE: 29. The child can roll a ball to another child from a distance of three feet as measured by teacher-made criterion referenced test.	**MATERIALS:** Nerf ball
RELATED AREAS:	**GROUP SIZE:** 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Have the child try to roll the ball to the teacher who is not more than three feet away. If this distance is too far, shorten it to two feet or one foot if necessary, until he learns how to roll it straight.
2. Turn a large box on its side and have the child roll the ball into the box.
3. Have a child stand with his legs apart forming a "bridge". Let another child try to roll the ball "under the bridge".
4. Build a channel about 6 inches wide and three feet long. (Use 2 x 4's or books, or use the wall or edge of bookcase for one side.) Have the child roll the ball into this channel from a distance of three feet.
5. Have two children kneel, facing each other three feet apart and roll the ball to each other.

BALL ROLLING AND CATCHING

OBJECTIVE: 30. The child can catch a ball that is rolled to him from a distance of three feet as measured by teacher-made criterion referenced test.

MATERIALS: Nerf ball

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Sit in front of the child. Show him how to cup his hands. Drop the ball in his hands while saying, "Catch the ball". Repeat a number of times each day until the child has success.
2. Sit two feet in front of the child. Position the child's hands so that the ball will roll into his hands. Roll the ball to him and tell him to "catch the ball". (If he is unable to have success at this level, go back to Procedure 1.).
3. Seat several children in a semi-circle approximately three feet from the teacher, each child sitting with his legs making a V. Roll the ball to each child and tell the child to "catch" the ball with his hands.

THROWING AND CATCHING (BEAN BAG TOSS)

OBJECTIVE: **31.** Given 3 chances each child can toss bean bag into 1-½ foot diameter container from a distance of 4 feet as measured by teacher-made criterion referenced test.

RELATED AREAS: language

MATERIALS: bean bag(s), trash can or 1-½ foot diameter cardboard hoop, masking tape

ACTIVITY VARIATIONS: other containers with smaller openings, old tire, cards with colors, shapes, etc., large portrait, milk cartons

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Place hoop or trash can in position. Mark off a 4-foot distance with masking tape line.
2. Demonstrate to the children what they are to do. They are to stand behind the line, not leaning over it and toss the bean bag(s) into the circle. Each child will have 3 tries at a time. If you are using the ACTIVITY VARIATIONS, show the children where each distance line is that they are to stand behind and assign each child an activity to practice while you are checking individual children.
3. As you check a new child, rotate the other children to a new activity.
4. If you are not using the activity variations, group children in pairs and have them toss or slide bean bags to each other on the floor.

ACTIVITY VARIATIONS:

– 1. Instruct child to toss onto a particular shape, color, letter, number, his name, telephone number, address.

– 2. Toss through old tire, under, over, beside.

* 3. Toss into containers which have increasingly smaller openings.

– 4. Toss to the right, left.

– 5. Toss onto a specific body part of a large paper portrait on the floor.

THROWING AND CATCHING (BEAN BAG TOSS) (Contd.)

OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

* 6. Toss-slide on floor and knock down empty quart-size milk cartons or egg cartons standing on end.

* 7. Color code trash can rims with colored construction paper or painted masking tape and color code a masking tape distance line for each trash can. Child stands on painted tape line and throws bean bags into trash can with the matching colored rim.

* Variations for this lesson

– Other ideas

THROWING AND CATCHING (SELF-BOUNCE CATCH)

OBJECTIVE: 32. The child can catch a ball which he has bounced one time as measured by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: 1–6 playground balls (if possible a ball for each child and teacher)

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Children should stand in a semi-circle around you. Hold the ball waist high and let it drop. Lead the children in counting the bounces the ball makes.
2. Drop the ball again from the height of your waist. Have the children closely watch the ball and see how high the ball's first bounce is. Approximate this distance to the children by placing your hand on your body at the height of the ball's first bounce.
3. Take the ball and bounce it rather hard. Explain to the children what you did and the results which they saw.
4. Hold the ball waist high and bounce it with enough impetus that it returns to that height and catch it. Talk about the small amount of push that was needed on the ball.
5. Give each child a ball or have the children take turns. Instruct them to let the ball drop 2-3 times each.
6. Again pass the ball around or instruct each child to bounce his ball with enough push so that it returns waist high and catch it.
7. For children experiencing difficulty, it may be necessary for you to physically pattern their dropping and catching movements.

You may want to do this activity outside.

THROWING AND CATCHING (BOUNCE CATCH)

OBJECTIVE: 33. Each child can catch a ball which is bounced to him as measured by teacher-made criterion referenced test.	**MATERIALS:** playground ball(s)
RELATED AREAS: language (numbers)	**GROUP SIZE:** 4–6 children

LESSON TIME:

PROCEDURE:

1. Have the children stand in a semi-circle approximately 5 feet distance from you.
2. Explain to the children that you are going to bounce the ball to each one individually. They are to catch the ball after one bounce. The ball will come to them. They should not have to move to catch the ball.
3. Work around the semi-circle bouncing the ball to each child. Do this 3-4 times. If extra balls are available and 2-3 children seem especially adept at catching the ball, let them go to another area and try bouncing and catching the ball with each other. This may give you better opportunity to work with those experiencing difficulty.
4. With all the children together, call the name of a child and bounce the ball to him. Have him bounce the ball back to you.
5. Let a child be the "caller".
6. Bounce the ball to children randomly without calling their name.
7. Have the children count with you the number of times you dribble before you catch the ball. Do this several times. Tell the children this is something they might want to try next time before the lesson starts.

THROWING AND CATCHING (SELF BALL CATCH)

OBJECTIVE: 34. Each child can catch without a bounce a ball which he has thrown himself as measured by teacher-made criterion referenced test.

MATERIALS: playground ball(s) 1–6

RELATED AREAS: language (numbers)

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Seat children in semi-circle around you. Hold the ball with fingertips at mid-chest height, slightly away from body, elbows should be in front of body. Turn to the side so the children can see the profile view. Emphasize to the children how and where you are holding the ball.
2. Toss the ball so that it goes about 2 feet in the air and catch. Do this in slow motion explaining what you are doing as you are doing it; hands lower then raise more quickly with arms giving ball a slight push-off.
3. Let each individual child toss and catch the ball. Children having difficulty may need to have their movements physically patterned for them by you.
4. After each child has attempted this 2-3 times, let those who can toss the ball with each other do so in pairs while you work with the others.
5. If time permits, with all the children in the semi-circle, throw the ball up and catch it a number of times and then stop. Count with the children the number of times you toss the ball up. Do this several more times with only the children counting. Then instruct the children to count silently and call on a specific child to tell you how many times the ball was tossed up.

THROWING AND CATCHING (BALL CATCH)

OBJECTIVE: 35. The child can catch a ball thrown from a distance of 5–6 feet as measured by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: playground ball (bean bag or nerf ball)

ACTIVITY VARIATION: Small "soft" ball

GROUP SIZE: 4–6 children

LESSON TIME:

PROCEDURE:

1. Seat the children in a semi-circle approximately 5 feet distance from you. Each child should sit with his legs making a V and his feet touching the feet of the child next to him.
2. Roll the ball to each child. Tell the child to catch the ball with his hands.
3. Instruct the children to change their position so that they are on their knees and are sitting on their heels. Again roll the ball to each child and have him catch it with his hands.
4. Have the children stand and make a circular basket with their hands in front of their body. Tell the children you are going to toss the ball into their basket and for them to grasp it and not let it go through the basket. Do this at least 3 times with each child.
5. After performing the task with the children in the order of their standing, call a child's name, then throw the ball to him, or let a child be the "caller" and designate to whom the ball will be thrown.
6. Throw the ball randomly to children, not calling a name first.

ACTIVITY VARIATION:

Use a small "soft" ball for this activity.

BEGINNING JUMPING (JUMPING I)

OBJECTIVE: 36. The child can jump in place with feet together three times as measured by teacher-made criterion referenced test.

MATERIALS: small, low objects which are available in the room; ruler, tape holder, abacus, folded sheet of paper, stapler

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Begin the lesson by having the children do a fast run-walk to the front of the room, turn around and do the run-walk to the back of the room.
2. Stop the children at one end of the room and say, "Now jump up and down like a rabbit, kangaroo or frog does." Watch the children closely to see in what kinds of jumping patterns they engage. Some may use both hands and feet, some may use feet working together, others may use feet in an alternating sequence.
3. Call the jumping to an end and ask the children to watch you closely. Jump up and down with feet apart. Tell the children to do this. Do it with them. Notice those having difficulty and the possible reason(s) for their trouble.
4. Ask the children to watch you closely again. Point out to the children that your feet are together and that you are going to jump 3 times. Jump three times in succession with the feet close together. Have the children do this while you observe closely to see that the feet are really working simultaneously. Count each jump for the children instructing them to jump with your count.
5. Place some low objects (ruler, tape holder, abacus, folded sheet of paper, stapler) and let the children practice jumping over these items. Have the children jump the items with both feet together.

BEGINNING JUMPING (JUMPING I) (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

6. While the children are practicing their jumping, take each child individually and check to see that he can perform the 3 jumps with feet together and working simultaneously.
7. A child having extreme difficulty in jumping may find it beneficial to place his hands on a low table with his head down and then to jump on both feet. Or the teacher may place his hands on the child's waist, give a verbal command of "jump" and then physically assist the child in jumping.

CIRCLE JUMPING (JUMPING II)

OBJECTIVE: 37. Each child can jump into, out of, and around the circle upon verbal instruction to do so as determined by teacher-made criterion referenced test.	**MATERIALS:** masking tape circle outline for each child and yourself
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. With masking tape, tape a circle for each child on the floor. The circle should have a diameter between 2 and 3 feet. You, as demonstrator, should also have a circle.
2. Assign each child a circle. Give the children the name for the shape they will be jumping on. Have the children repeat the term with you several times.
3. Demonstrate for the children the following: jumping in the circle, jumping out of the circle, jumping around the perimeter of the circle on the tape, both feet jumping together.
4. Instruct the children to jump into the circle - jump out of the circle - jump around the circle on the tape with both feet working together. Do this with the children.
5. Instruct the children to do the tasks again. This time do not perform with, or lead the children in their performance.

ACTIVITY VARIATION:

1. Instruct the children to jump a specific number of times in the circle.

SQUARE JUMPING (JUMPING III)

OBJECTIVE: 38. Each child can jump into, out of and around the square upon verbal instruction to do so as determined by teacher-made criterion referenced test.

RELATED AREAS: language

MATERIALS: masking tape square outline for each child and yourself

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Follow the same procedures that are provided under Circle Jumping except use the square shapes.
2. Instruct the children to jump around 1, 2, or 3 sides of the square.

ACTIVITY VARIATION:

1. Instruct the children to jump a specific number of times in the square.

RECTANGLE JUMPING (JUMPING IV)

OBJECTIVE: 39. Each child can jump into, out of and around the rectangle upon verbal instruction to do so as determined by teacher-made criterion referenced test.

MATERIALS: masking tape rectangle outline for each child and yourself

RELATED AREAS: language

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Follow the same procedures that are provided under Circle Jumping except use the rectangle shapes.
2. The differences and similarities of the square and rectangle should be discussed with the children: 4 sides, 4 corners but rectangle has 2 longer sides.
3. Instruct the children to jump around 1, 2, or 3 sides of the rectangle.

ACTIVITY VARIATION:

1. Instruct the children to jump a specific number of times in the rectangle.

TRIANGLE JUMPING (JUMPING V)

OBJECTIVE: 40. Each child can jump into, out of, and around the triangle upon verbal instruction to do so as determined by teacher-made criterion referenced test.	**MATERIALS:** masking tape triangle outlined for each child and yourself.
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Follow the same procedures that are provided under Circle Jumping except use the triangle shapes.
2. In talking with the children about the triangle, count with them the number of sides the triangle has as opposed to the square and rectangle.
3. Instruct the children to jump around 1, or 2 sides of the triangle.

ACTIVITY VARIATION:

1. Instruct the children to jump a specific number of times in the triangle.

RHOMBUS JUMPING (JUMPING VI)

OBJECTIVE: 41. Each child can jump into, out of, and around the rhombus (diamond) upon verbal instruction to do so as determined by teacher-made criterion referenced test.	**MATERIALS:** masking tape rhombus outline for each child and yourself.
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Follow the same procedures that are provided under Circle Jumping except use the rhombus shapes (diamond).
2. In talking with the children about the rhombus, count with them the number of sides the rhombus has. Ask them what other shapes had 4 sides.
3. Instruct the children to jump around 1, 2, or 3 sides of the rhombus.

ACTIVITY VARIATION:

1. Instruct the children to jump a specific number of times in the rhombus.

SHAPE JUMPING (JUMPING VII)

OBJECTIVE: 42. Each child can jump in the designated shape the correct number of times (always less than six), as measured by teacher-made criterion referenced test.

RELATED AREAS: language

MATERIALS: masking tape or shapes made from painted cardboard: square, circle, triangle, rhombus, rectangle

GROUP SIZE: 4–6 children

LESSON TIME:

PROCEDURE:

1. Tape the various shapes with masking tape on the floor. (Ex: square, rectangle, circle, rhombus, triangle.) Give the children the names of these shapes. Quiz the children on the names. Make sure the rectangle is elongated so the children have no difficulty differentiating between the square and rectangle.
2. Demonstrate two jumps for the children: 1) feet together and working simultaneously and 2) feet apart and working independently. Stand in front of a shape and jump into it using either jump. Make a definite stop in your walking before you jump into the shape and emphasize this to the children.
3. Instruct individual children to go to a shape, jump into it, then jump a specific number of times. Call on the children in quick succession so as to keep their attention.
4. If the children seem to understand the activity sufficiently, let a child be the "caller" and instruct the other children and yourself.
5. Group the children in pairs. Ask them to hold hands and instruct them to jump together into a shape and then have them jump together a specific number of times. Give each pair of children a starting count down and count the number of jumps with them. This will aid their jumping together.

SHAPE JUMPING (JUMPING VII) (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

ACTIVITY VARIATION:

While the child is standing in a shape instruct him to jump forwards, backwards or sideways, right and left inside the shape.

CIRCLE JUMP-TURNS (JUMPING VIII)

OBJECTIVE: 43. Each child can control his jumping behavior as demonstrated by jumping with his eyes closed and his eyes open and 1) landing on the same spot, 2) turning and landing in the instructed spot as determined by teacher-made criterion referenced test.

RELATED AREAS: language, laterality

MATERIALS: masking tape or chalk, magic markers or colored chalk

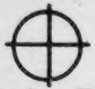
ACTIVITY VARIATION: red, green footprints

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Draw on the floor with chalk, or tape on the carpet, a circle with 2-foot diameter for each child and yourself. Divide the circle into 4 equal parts. Make colored spokes to place at each point of division. To make the spokes take a 6-inch strip of masking tape and color it with a magic marker or simply draw the spokes with colored chalk. Each spoke should be a different color.



2. Have each child go to a circle and stand with his feet straddling one of the spokes. Demonstrate this stance on your circle. Tell the children you are going to jump up, then land in the same spot. Demonstrate this to the children. Ask them to follow your example and jump, landing on the same spot.
3. Demonstrate for the children a jump in which you land in the place which you indicate before you jump. Indicate to the children a 1 spoke jump-turn, then demonstrate this. Repeat with a 2 spoke jump-turn.
4. Instruct the children to stand on the spoke facing you. Ask them to put their foot on the place they would land if they did a 1 spoke jump-turn, a 2 spoke jump-turn.
5. Give the children instructions to jump various 1 and 2 spoke turns. Check the children on their jumping and have each child check himself after each jump.

CIRCLE JUMP-TURNS (JUMPING VIII) (cont.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

6. Close your eyes and demonstrate for the children same spot, 1 and 2 spoke turn-jumps performed with closed eyes. Have the children check your landings with you. You should indicate to the children where you intend to land before you jump. Instruct the children to close their eyes and perform a same spot jump, then check their landings for correctness.
7. Lead the children in practicing 1 and 2 spoke turns with their eyes closed.
8. Check each child individually on the following:

    Jumping - eyes open:
    1) same spot
    2) 1 spoke turn
    3) 2 spoke turn

    Jumping - eyes closed:
    1) same spot
    2) 1 spoke turn
    3) 2 spoke turn

9. You may want to have the children perform the activity outside.

CIRCLE JUMP-TURNS (JUMPING VIII) (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

10. It may be best to break this lesson into two lessons: the first lesson being performance of the tasks with eyes open, the second being tasks performed with eyes closed.

ACTIVITY VARIATIONS:

1. Call out the color of the spoke upon which the child should land or finish his jump.
2. Instruct the child to make ¼ or ½ circle jumps (use only the fractions in your instructions to the child).
3. Place a green footprint on the left side of the spoke and a red footprint on the right side of the spoke. When the child jumps, he is to land on the footprints correctly.
4. Divide a square or rectangle and let the children repeat the turn jumps in these shapes.

ON FLOOR - ROPE JUMPING (JUMPING IX)

OBJECTIVE: **44.** Each child can jump both feet simultaneously over a surface slow moving rope three times in succession as measured by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: 10–12 foot rope, metronome

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Have the children stand, feet together, about one half foot behind the rope which has been laid down in a straight line. Stand with the children. Instruct all to jump the rope at the count of three. Have the children turn around and repeat. Do this activity several times with them.
2. Tie one end of the rope to the leg of a chair. Have a child hold the other end of the rope. Ask him to move it slowly back and forth on the carpet or floor. To begin with, place your hand over his and pattern his hand movement for him. When he is moving the rope appropriately, demonstrate various jumping patterns over the rope to the children. Jump with each foot working independently in a rocking pattern back and forth over the rope, with both feet together jumping the rope, an independent foot movement over the rope but with both feet going to each side of the rope.
3. Let each child make up a jumping pattern or duplicate one that was demonstrated to the group. Individually, let the children attempt to demonstrate their pattern.

ON FLOOR - ROPE JUMPING (JUMPING IX) (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

4. Demonstrate again to the children the feet together jump over the rope. Take the end of the rope not tied to the chair and call each child individually to jump over it while you move it slowly back and forth on the floor. The child is to do this with both feet working together in going over the rope and landing on the other side. Be ready to verbally clue the child when to jump.
5. Set the metronome and demonstrate swinging the rope in time with it. Let a child hold the rope and help him pattern his rope swinging with the metronome. When the child is swinging the rope properly, demonstrate jumping with the metronome. Let each child jump with the metronome.

RAISED ROPE - STILL JUMPS (JUMPING X)

OBJECTIVE: 45. Each child can jump both feet simultaneously over a 1½ -inch raised still rope three times in succession as determined by teacher-made criterion referenced test.

MATERIALS: 10-12 foot rope

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Tie one end of the rope to the back or leg of a chair. have a child hold the other end of the rope. Have him hold it steady, not swinging it, off the floor approximately 1½ inches. Demonstrate feet together jumping the rope for the children. Explain to the children that they must jump high enough to clear the rope since it is now slightly off the floor.
2. Let each child have 3-4 turns at jumping the raised rope. Limit the turns to approximately 1 minute.
3. Let each child have a turn at free jumping the rope. He may use various methods of jumping. You may want to demonstrate a few before the children have their turns. Each child should have approximately a 1 minute turn.

RAISED ROPE - TIMING JUMPS (JUMPING XI)

OBJECTIVE: 46. Each child can jump both feet simultaneously over a 1½-inch raised moving rope three times in succession as determined by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: 10-12 foot rope

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Tie one end of the rope to the back of a chair. Have a child hold the other end of the rope. Have him move it slowly back and forth, raised about 1½-inches off the floor. To help the child pattern his swing, place your hand over his and direct his movement in the beginning. When he is moving the rope appropriately, demonstrate jumping the rope for the children. Explain to the children that since the rope is slightly raised you have to raise your feet enough to clear it. Jump the rope with both feet working together.
2. Take the end of the rope and let each child have 3-4 turns at jumping the rope. Each turn should only last 1-2 minutes. To begin with, give the children verbal clues as to when to jump. Gradually fade out the verbal clues.

JUMP ROPE (JUMPING XII)

OBJECTIVE: **47.** The child can jump a turning jump rope 3 times in succession as measured by teacher-made criterion referenced test.

RELATED AREAS: laterality, language (numbers)

MATERIALS: 10 to 12 foot heavy rope, set of red, green footprints, masking tape, metronome

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Tape the red and green footprints in the center of the rope jumping area facing outwards from the turning rope and instruct the children to land on the prints when they jump.
2. Repeat with the children procedure No.1 of Raised Rope - Timing Jumps. As each child begins to successfully jump the moving rope 4-5 times in succession, try turning the rope over the child's head once. (Have a child hold the second end of the rope or tie it to a window handle or another object which is approximately waist high and sturdy.)
3. Let each child have several turns at jumping the rope. If a child has difficulty with timing when the rope is turned over his head, cue the child when to jump.
4. If a child has extreme difficulty with jumping the rope when it is turned over his head, go back to having him jump the low moving rope.
5. After the child having difficulty has jumped the low, moving rope, shorten the rope by winding it up to approximately 6 feet and turn in a circle with the rope. Make sure the free end of the rope drags the floor in a circular pattern as you turn. Position the child in the path of the rope before you begin turning it. In the beginning give the child verbal instruction as to when to jump. Gradually fade out the verbal cues. When he succeeds at this task, move again to the over the head rope turning.

JUMP ROPE (JUMPING XII) (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

6. You may want to do procedure No.5 with all of the children instead of just those children having difficulty. If so, it should be done before the children jump the rope with it being turned over their heads.

7. Set the metronome and demonstrate turning the rope in time with it. Let a child attempt to turn the rope in time with the metronome. You may have to physically pattern his hand movements at first. When the child is turning the rope in time with the metronome, demonstrate jumping in time with the metronome. Let the children each have a turn jumping in time with the metronome.

TO AID ROPE JUMPING

1. Be sure the rope is touching the floor when being turned.
2. The child should jump the rope while standing at the halfway point.
3. Hands should be kept reasonably close to the body.
4. A slow tempo of jumping should be maintained while the fundamentals are being learned.
5. Keep the head up.
6. The child's eyes should focus on a fixation point ahead of him.
7. Shoulders should be kept level.
8. The body should be relaxed.
9. When jumping, bend at the knees and hips.
10. Land on the balls of the feet.

JUMPING JACKS (JUMPING XIII)

OBJECTIVE: 48. Each child can perform 3 jumping jacks in succession as measured by teacher-made criterion referenced test.

MATERIALS: metronome

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Have children stand facing you with feet together. Demonstrate the above head hand clap. Instruct the children to bring their hands over their head and clap hands and then drop them back down to their sides. Lead them in doing this 10-15 times.
2. Demonstrate to the children the simultaneous movement of clapping their hands over their head and sliding one foot out to the side. Begin the demonstration by standing feet together and hands down at your side. Lead the children in doing this about 10 times. Check each child to make sure he is doing this correctly. Count 1 for the foot slide out and clap and 2 for the foot slide in and hands to side.
3. Demonstrate to the children the same procedure except instead of sliding the foot out, jump to separate the feet. Count 1 while clapping hands over head and jumping feet out and 2 while dropping hands to side and bringing feet back together. Lead the children in counting and doing the jumping jack.
4. Set the metronome to do the counting for you. Do the jumping jacks according to its beat. Always listen to its count first to get the rhythm in mind.
5. Vary the timing of the metronome and your jumping jacks.

NUMBER GRID JUMP (JUMPING XIV)

OBJECTIVE: **49.** Each child can jump to the correct number on a number grid when instructed by the teacher as measured by teacher-made criterion referenced test.

RELATED AREAS: language

MATERIALS: 4-foot by 6-foot plastic tablecloth or backed clear contact made into a number grid, or smaller number grid for each child (see procedure No.1)

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Take a 4-foot by 6-foot plastic tablecloth or sheet of backed clear contact and divide it into 24 1-foot squares. This can be done with masking tape or heavy magic marker. In each square write a number from 1 through 10. Each number will be used at least twice. Do not write the numbers in sequence. If materials are easily accessible, make a small 3x4 foot or 4x4 foot grid for each child. Tape the grid(s) securely onto the floor.
2. Instruct a child or each child to stand facing the grid(s). Give instructions to jump onto a specific grid number. The children should have their shoes and socks removed.
3. Instruct the child(ren) to jump to a second, third, etc., number.

ACTIVITY VARIATION:

1. After the child jumps onto a number, he is to jump that number of times in the square.
2. Instruct the children to hop instead of jump.
3. Use letters, shapes, colors on the grid instead of numbers.

SITTING-KNEELING JUMP (TRAMPOLINE I)

OBJECTIVE: **50.** Each child can initiate a sitting and kneeling bounce on the trampoline as measured by teacher-made criterion referenced test.

MATERIALS: 1 small trampoline

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. This lesson will need to be done individually with each child. DEMONSTRATE EACH BOUNCE.

Demonstrate a Sitting Bounce

2. Have the child crawl into the middle of the trampoline and sit there. Place one of your hands on each side of the child and bounce him.
3. Have the child try to bounce himself while in this sitting position. The child may use his hands to aid in the bouncing.

Demonstrate the Kneeling Bounce

4. Have the child take a kneeling position. Bounce him in this position a few times. He may want or need to place his hands on your shoulders.
5. Let the child try to initiate his own bounce while in the kneeling position. Explain to him he will need to bend at the hips to accomplish this.

SUPPORTED STANDING FREE JUMP (TRAMPOLINE II)

OBJECTIVE: 51. Each child can initiate a standing jump on the trampoline while being supported as measured by teacher-made criterion referenced test.

MATERIALS: 1 small trampoline

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Demonstrate the standing jump to the children, verbalizing how it is done while you are doing it.
2. Take the child by the hand and lead him onto the trampoline. Once he is in the middle of the canvas, take his other hand also.
3. Let the child initiate his jumping and jump 15-20 times. Support him by holding his hands.
4. Help the child off the trampoline while holding onto one of his hands.
5. Each child should have 3-4 turns on the trampoline.

STOPPING THE JUMP (TRAMPOLINE III)

OBJECTIVE: 52. Each child can initiate and stop a standing jump on the trampoline while being supported as measured by teacher-made criterion referenced test.

MATERIALS: small size trampoline

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Demonstrate to the children how the jump on the trampoline is stopped. Jump several times, then bend your knees and stop the jump. Verbally explain this to the children while you are doing it.
2. Help the child onto the trampoline. Hold both his hands once he is stationed in the middle. Have him begin jumping, jump 15-20 times, then stop his jump correctly. Help the child off the trampoline.
3. Let each child have 3-4 turns at jumping.

UNSUPPORTED NUMBER JUMPING (TRAMPOLINE IV)

OBJECTIVE: 53. Each child can jump and stop unsupported on the trampoline an indicated number of times as measured by teacher-made criterion referenced test.

RELATED AREAS: language

MATERIALS: small size trampoline

ACTIVITY VARIATION: number flash cards

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Demonstrate to the children exact number jumping. Bend your knees and stop on the last count.
2. Help each child onto the trampoline. If he is fearful of jumping by himself at first, support him with one hand for a few jumps.
3. Let the child jump free unsupported for a short while. Then instruct him to jump a specific number of times. Do this several times counting his jumps out loud with him. Let each child have 3-4 turns.
4. Repeat the activity but do not count the jumps outloud with the child. When the child stops his specific number of jumps, inform him if he has jumped correctly - if he hasn't tell him how many times he jumped as opposed to the number of times he was asked to jump. Let each child do this 4-5 times.

ACTIVITY VARIATION:

Let the child read off a flashcard the number of times he is to jump. Another child or the teacher may flash the card to him.

¼, ½ TURN JUMPS (TRAMPOLINE V)

OBJECTIVE: 54. Each child can make ¼ and ½ circle turn unsupported on the trampoline as measured by teacher-made criterion referenced test.

MATERIALS: small size trampoline divided into fourths with masking tape lines painted red, yellow, blue, green

RELATED AREAS: language

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Take masking tape and lay strips of it across the trampoline to divide it into 4 sections.
2. Demonstrate to the children ¼ and ½ circle turns. Jump a few times, make the turn and continue jumping. Explain to the children that for ¼ turn, they will land on the (color) line. For ½ circle turn, they will land on the (color) line.
3. Help the child onto the trampoline. After he has jumped a few times call out, "¼ (color) line." After a few more jumps call out, "½ (color) line." Let each child have 3-4 tries at both the ¼ and ½ circle turns.

ACTIVITY VARIATION:

1. Call out only ¼ or ½ circle jump without the color code clue.
2. Have the child stop his jump as he lands on the correct line or completes his turn jump.

RIGHT-LEFT HOPPING (HOPPING I)

OBJECTIVE: 55. Each child can hop 3 times in succession on his right foot and on his left foot as measured by teacher-made criterion referenced test.

MATERIALS: set of red and green footprints for each child, extra red and green footprints to place in hopping patterns.

RELATED AREAS: laterality, language (numbers)

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Have each child stand on a set of footprints. Give the children instructions to hop on their left foot, right foot. Note any child who is having trouble and which foot is difficult for him (see NOTE TO TEACHER).
2. Lead the children in various hopping patterns. At first when giving the instructions to the children say "Right, red, one hop" or "Left, green, two hops". Later drop out the color cue and give only the term of laterality.
3. As the children's ability increases, give the directions at a faster pace.
4. Place the extra footprints in a hopping pattern. Have each child hop the course. Change the pattern and again have the children hop the course.
5. Let a child or several children have a turn at placing the prints for the hopping course.

NOTE TO TEACHER:

For children having difficulty with Hopping, start with these preliminary procedures:

RIGHT-LEFT HOPPING (HOPPING I) (contd.)

OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME: 10 minutes

PROCEDURE:

1. Time the children for 30 seconds of free jumping activity.
2. Lift one foot up slightly behind your back and demonstrate hopping to the children. Explain to the children that the only difference between hopping and jumping is that hopping is done on one foot while jumping requires the action of both feet.
3. Have each child lift one foot and attempt a hop. Show the children how the knee of the supporting leg bends slightly to begin the hop. Tell the children to use their arms if they wish.
4. It may be easier for some children to hop if they hold the relaxed leg with their hand behind their back. Also some children may have much difficulty hopping in place. For these children draw or tape an "X" slightly in front of them and have them hop to the "X". They may find it easier to perform a traveling hop. Gradually move the "X" closer to the child's beginning foot position.
5. Call out a number between 1 and 5. The children are to hop that many times. Instruct the children to do either "in place" or "traveling" hops.

RIGHT-LEFT HOPPING (HOPPING I) (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

6. Check each child individually on his performance of 3 in-place hops in succession.
7. It may help children having extreme difficulty for you to hold one or both of their hands while they attempt the hop. Also see Procedure No. 7, Beginning Jumping (page 76).

BLIND HOPPING (HOPPING II)

OBJECTIVE: **56.** The child can hop with his eyes closed 3 times in succession on each foot and maintain his balance as measured by teacher-made criterion referenced test.

MATERIALS:

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Ask the children to close their eyes, stand on their right foot, hop three times. Repeat the procedure with the left foot. Count the hops with the children.
2. For children experiencing difficulty with the blind hopping, have them try it with you holding one or both of their hands.

DISTANCE HOPPING (HOPPING III)

OBJECTIVE: 57. The child can hop a distance of 10 feet with the right foot and the left foot as measured by teacher-made criterion referenced test.

RELATED AREAS:

MATERIALS: stop watch or clock with second hand, tape (carpet) or chalk (floor)

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Make tape (carpet) or chalk (floor) parallel lines approximately 10 feet apart on the floor. Time each child as he individually hops this distance and runs back to start.
2. Match each child with a child of similar speed if possible and repeat the hopping. If children cannot be matched, have each child repeat the distance trying to beat his own time.

HOPPING IV

OBJECTIVE: 58. Each child can hop in and around a shape on the instructed foot a specific number of times as measured by teacher-made criterion referenced test.

MATERIALS: masking tape, chalk

RELATED AREAS: laterality, language

GROUP SIZE: 4–6 children

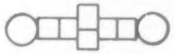
LESSON TIME: 10–15 minutes

PROCEDURE:

1. Position each child on the perimeter of a shape (see Procedure No. 1, Objective 42, Shape Jumping). Instruct the children to hop around their shape on the left foot, on the right foot. Reassign shapes and repeat the procedure again.
2. Use Procedures No. 3, 4 and 5 of Shape Jumping. Alterations to make: 1) tell the children which foot to hop on, 2) when children hop in pairs, have them do it using opposite feet and same feet.

RELATED ACTIVITY: HOPSCOTCH

PROCEDURE:

1. This activity may be performed outside or inside. Take the chalk or masking tape and make the following hopscotch pattern on the floor (blacktop).  Make the squares approximately 1 foot square.
2. Demonstrate for the children the method of hopping the pattern. Make sure they understand they are to put both feet down at the same time in the linked squares.
3. Let each of the children attempt the pattern several times hopping on his dominant foot.

HOPPING IV (concl.)

OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

ACTIVITY VARIATIONS:

1. With chalk or masking tape, number the squares in succession. After several days practice with the first 6 numerals, change the numbers to 7 - 12 and so forth.
   a. Have the child hop in each square according to its number sequence.
   b. Have the child hop in each square according to its number sequence and while in each square hop the number written in the square.
   c. Have the children do A and B except jumping instead of hopping.
2. With chalk or masking tape, writer the letters of the alphabet in succession. After several days practice with the first 6 letters of the alphabet, change the letters to the second 6 letters and so forth. Have the children do A, B and C of No. 1 using the letters instead of numerals.

HOP-TURNS (HOPPING V)

OBJECTIVE: 59. The child can hop with eyes closed and land on the same spot and turn and land in the instructed spot as measured by teacher-made criterion referenced test.

MATERIALS: masking tape

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Use Procedure No. 1–6 of Jump Turns (Objective 43.). Substitute hops for jumps. Make the tape circles slightly smaller.
2. Check the children on these procedures using both right and left foot hopping.

SKIPPING

OBJECTIVE: **60.** Each child can skip a distance of 10 feet as measured by teacher-made criterion referenced test.

MATERIALS: masking tape

ACTIVITY VARIATION: stop watch or clock with second hand, playground ball

RELATED AREAS: language

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Make 2 three foot parallel masking tape lines on the playground or floor of the room.
2. Explain to the children that they are going to skip. They already know how to hop, and skipping is a combination of hopping and walking.
3. Demonstrate skipping in slow motion for the children between the 2 masking tape lines. Say what you are doing as you perform: "Step, hop, change feet, step, hop, etc."
4. Take the hand of each child and lead him in skipping the distance between the lines. Do this in slow motion with the child at least 3 times.
5. Let each child attempt skipping the distance by himself.
6. For children having difficulty repeat the skipping with them until they feel more sure of the pattern.

ACTIVITY VARIATION: Run - Bounce - Skip

1. Tape on the floor or playground 2 parallel masking tape lines 15 feet apart.
2. Demonstrate to the children what you want them to do. Children are to stand behind one line, skip to the other line, pick up

OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

the ball, bounce it once, put down the ball, run back to the starting line. Explain to the children that you will be timing them so they should do the relay as fast as possible.

3. Run the children through the relay individually. Watch closely to see that each child is doing the skipping movements correctly.
4. Divide the children into balanced teams according to their timings. Have the teams compete.
5. Change the relay. Have the children run both distances, bounce the ball twice, etc.

SUPPLEMENTAL BALANCE ACTIVITIES

1. Stand on your left foot. Hold your right foot with your right arm.
2. Stand on your left foot. Hold your right foot with your left arm.
3. Stand on your right foot. Hold your left foot with your right arm.
4. Get on your hands and knees.
   a. Put your right arm up. Put your left arm and both knees on floor.
   b. Put your left arm up. Put your right arm and legs on mat.
   c. Put your left leg up. Put your right leg and both arms down.
   d. Put your right leg up, left leg down and both arms down.
5. Stand on your right leg. Put both arms out to the side.
6. Stand on your left leg. Put both arms out to the side.
7. Stand on your right leg. Put both arms forward, and put your left leg back.
8. Stand on your left leg. Put both arms forward and put your right leg back.
9. Put both arms back. Stand on your right leg and put your left foot forward. Point your left toe.
10. Put both arms back. Stand on your left leg and put your right foot forward. Point your right toe.
11. Lay on your back. Lift yourself up on your hands and feet. Make your back straight. Face the ceiling.
    a. Put your left arm up. Put your right arm and both legs down.
    b. Put your right arm up. Put your left arm and both legs down.
    c. Put your left leg up. Put your right leg and both arms down.
    d. Put your right leg up. Put your left leg and both arms down.
12. Sit with both feet straight in front. Put arms to the side.
    a. Lift your right arm straight out.
    b. Lift your left arm straight out.
    c. Lift your right leg and point your toe.

  - d. Lift your left leg and point your toe.
  - e. Lift both legs and point your toes.
  - f. Lift your right arm straight out. Lift both legs and point your toes.
  - g. Lift your left arm straight out. Lift both feet and point your toes.
  - h. Lift both arms straight out. Lift both feet and point your toes.

13. Lay on your back with your arms to your side and your legs straight.
    - a. Put your right arm and left leg up. Put your left arm and right leg down.
    - b. Put your left arm and right leg up. Put your right arm and left leg down.
    - c. Put your left arm and right leg up. Put your right arm and left leg down (face down).
    - d. Put your right arm and right leg up. Put your left arm and left leg down (face down).
    - e. Put your left arm and left leg up. Put your right arm and right leg down (face up).
    - f. Put your right arm and left leg up. Put your left arm and right leg down (face down).
    - g. Put your left arm and left leg up. Put your right arm and right leg down (face down).
14. Children assume hand and knee positions on the floor.
    - a. Each child raises one hand in the air. Alternate hands.
    - b. Each child raises one leg in the air. Alternate legs.
    - c. Each child raises right arm and right leg. Alternate legs.
    - d. Children raise alternate hands and legs in the air, right arms and left legs.
    - e. Children raise left arms and right legs, slowly.
15. Children balance on tiptoes for the count of ten.
16. Children each stand on one foot for the count of five. Alternate feet.

SUPPLEMENTAL BALANCE ACTIVITIES

17. Children rise from a sitting position on the floor, keeping arms folded on the chest.

18. Rocking horse - Children stand with hands on hips and feet astride. Children lean forward, keeping knees stiff. Lift heels from the floor. Rock backward, lifting toes from the floor.

19. Elephant walk - Children bend forward from the waist, allowing arms to hang limply with hands clasped. Walk forward by taking big steps.

20. Children walk forward on their knees. Children walk backward on their knees.

BALANCE ACTIVITIES FOR CHILDREN WITH SEVERE DIFFICULTIES:

1. Have the child sit on the floor with legs stretched out in front of him and together. Hands should be resting in the child's lap. See how long the child can remain immobile. He should gradually increase the length of time he is able to be stationery.
2. Have the child lie on one side with his legs together. If lying on left side, left arm should be stretched above the head with the head resting on it. Reverse sides.
3. Tell child to kneel, then to put his hands on the floor and straighten his back. See how long he is able to hold this position without wavering.
4. Position the child with knees and hands on the floor. Instruct him to lift either a hand or knee from the mat and hold that position for 10 seconds.
5. Have the child kneel upright. Hands should be placed on hips. Hold position for 10 seconds.
6. Instruct child to kneel on one knee with the other foot placed on the floor by the kneeling knee. Hands may be used to aid balance, fall free or rest on the lap. Hold the position for 10 seconds.
7. Draw a line on the floor. Have the child stand on the line, feet apart, for 10 seconds.
8. If the child can perform these activities, he should now move to the regular balance lessons suggested.

GROSS MOTOR - SUPPLEMENTAL ACTIVITIES

1. Give the child a medium size balloon which has been inflated. Instruct the child to keep the balloon in the air. Make sure the child has plenty of space which is free of obstacles.

2. Stand the child 3-4 feet from a wall. Give him an inflated balloon. Let him bat the balloon against the wall.

3. Have the children stand in a large circle. Hit a balloon up in the air. Call the name of a child to hit it next. Continue to call names of the children to hit the balloon.

4. Tape a strip of masking tape on the floor 10 feet long. Make the strip approximately 4-inches wide. Instruct the children to walk the strip in the following ways: 1) on tiptoes, 2) giant steps, 3) sideways on tiptoes, 4) walk straddling the tape, 5) straddle walk the tape doing foot cross-over step, 6) backwards straddle, 7) backwards tiptoe, 8) No. 2, 3, 4 on knees, 9) backwards on knees.

5. Place various objects around the room which are of a height that the children can step over. Walk through this obstacle for the children. Let the children go through the course one at a time. Notice how the children clear the objects. In placing the objects, alternate high and low objects.

6. Lay a clothesline on the floor in loops. Instruct the children to step through or into the loops without touching the rope. Make the loops with diameters of various sizes and difficulty.

7. Seat two children in chairs facing each other approximately 4 feet apart. The children should have their shoes off. Place a playground or soccer ball in front of one child's feet. Have the children roll the ball back and forth to each other using only their feet. You may want to increase the size of the group to a maximum of 6 children.

8. Tape on the floor, parallel to each other, 2 lines approximately 10 feet apart. Have a child stand behind one of the lines and place a bean bag at his feet. Instruct him to push the bean bag using alternating feet to the other line. Vary the activity by instructing the child to push the bean bag only with his left foot, or right foot.

9. Place numbered cardboard circles on the floor various distances from a masking tape line. Instruct the child to throw (or kick) a bean bag to each circle in the order of its number progression.

10. Make cardboard circles of varying sizes - the smallest having a diameter of one foot. Tape the circles on the floor various distances from a masking tape line. Instruct the child to bounce the ball into the circles. Use a playground or soccer ball.

11. Draw hopscotch patterns on the playground for the children to use. Tape or draw a hopscotch pattern in the door entry way. Have children hop the pattern into the room. Give them a point (star, happy stamp) for each time they hop the pattern without error.

12. Have the children sit in a circle with their feet outstretched in front of them and leaning back on their hands. Roll a playground ball into the circle. Instruct the children to keep the the ball rolling using only their feet.

13. Place a heavy ladder on the floor. Test the ladder to make sure its weight is heavy enough so as not to flip when a child walks with his weight only on one side. Have the children individually perform the following activities:
    a. Walk with a foot on each side brace of the ladder.
    b. Walk forward on the right side brace, return on the left side brace.
    c. Walk forward between the ladder rungs.
    d. Walk backward between the ladder rungs.
    e. Walk forward on ladder rungs.
    f. Walk backwards on ladder rungs.
    g. Walk backwards one foot on each side brace.
    h. Walk sideways between the rungs placing both feet in each space.
    i. Walk sideways between the rungs using a cross over step.

14. Have the children stand in a circle. Children should stand with their legs apart. Station one child in the middle of the circle. He is to roll the ball through the legs of one of the children in the circle. That child then comes to the center of the circle and rolls the ball through another child's legs.

GROSS MOTOR - SUPPLEMENTAL ACTIVITIES

15. Wiggle a rope on the floor like a snake. Children must jump over the rope without touching it.

16. Place a mat on the floor. Tie one end of the rope to a chair or have a child hold it. Hold the rope slightly off the floor, have each child jump over the rope. Raise the rope slightly and have children jump over the rope again. Continue to raise the rope gradually with children jumping. Children may have 3 times to jump the rope at each height. When a child misses all 3 tries, he is eliminated from jumping.

17. Have the children lie or sit on the floor. Have them rise to a standing position. Children should not use their arms to aid balancing but have them folded across the chest.

18. Place cut out handprints on the floor and have the children crawl placing their hands on the matching handprint.

19. Place cut out footprints on the floor (red for right foot, green for left foot) and have the children walk the footprints placing their right foot on red prints and left foot on green prints. Instruct them to walk the course very slowly, very rapidly.

20. Tape numbers or letters on the walking beam. Instruct the child to move, using a particular technique, (sideways, forwards, backwards) to an instructed number or letter.

21. Tape down several yardsticks in succession. Have the children walk the yardsticks using various methods.

LATERALITY

EDITED AND ABBREVIATED PERFORMANCE OBJECTIVES

LATERALITY

LATERALITY PERFORMANCE OBJECTIVES

ABBREVIATED AND SEQUENCED

1. Dominance
2. Laterality
3. Spatial Constancy

MEASUREMENT ITEMS

MEASUREMENT ITEMS LATERALITY

1. Dominance

_____ a. Child verbally identifies his dominant hand

b. Child uses dominant hand

_____1. to squeeze a ball

_____2. to squeeze water from a sponge

_____3. to crumple newspaper

_____4. to clip clothespins on a box

c. Child uses dominant foot

_____1. to kick a shoe, bean bag, ball and block a distance of ten (10) feet.

_____2. to move a shoe, bean bag and block along a line four (4) feet long.

d. Child uses dominant side of body as follows:

_____1. Put your _____ hand on the floor

_____2. Lift up your _____ foot

_____3. Touch your _____ ear with your hand

_____4. Lie on your _____ side.

e. Child verbally identifies his non-dominant hand

2. Laterality

a. Child can use both sides of body on command as follows:

_____1. Raise your right hand

_____2. Put your left side against the wall

_____3. Lie down, raise your left arm; raise your right leg.

_____ b. Child can play "Angels in the Snow" using only one side of the body at a time with no hesitation.

_____ c. Child can play " Angels in the Snow" using both sides of the body simultaneously without hesitations.

_____ d. Child can draw colored lines on command on the right, middle or left side of his paper with no errors.

3. Spatial Constancy

_____ a. Child can verbally identify right and left arms of someone facing him.

MONITORING INSTRUMENT
FOR PERFORMANCE OBJECTIVES COMPETENCY

Student Name ______________________

LATERALITY
Subject Area

PERFORMANCE OBJECTIVES	PRE-TEST PROFICIENT		REMEDIATION	POST-TEST PROFICIENT	
	YES	NO		YES	NO
1. Dominance			Objectives 61–65		
2. Laterality			Objectives 66–69		
3. Spatial Constancy			Objective 70		

Proficiency total divided by number of items equals the per cent of total item proficiency ______________

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LATERALITY UNIT MATERIALS LIST

REQUIRED	OPTIONAL
OBJECTIVE NO.:	
61. Red or green play watch for each child or red or green ribbon with bell for each and yourself.	
62. Small ball(s), clothespins, 2x2x½ inch sponge(s), newspapers, shoe box(es), 2 water containers with wide mouths.	
63. Bean bag(s), wooden block(s), child size shoe(s), masking tape, clock with second hand or stopwatch.	
66. Red or green construction paper, crayons, scissors, large pencils.	
69. Large sheet of art paper for each child, red, green and black crayon for each.	

IDENTIFYING THE DOMINANT HAND

OBJECTIVE: **61.** Each right-handed child can verbally identify his right hand; each left-handed child can verbally identify his left hand as determined by teacher made criterion referenced test.

MATERIALS: red or green wrist ribbon with bell for each child or red or green play watch for each .

RELATED AREAS: language

GROUP SIZE: 4–6 children divided into dominance groups

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Divide the children into dominant right-handed and dominant left-handed groups and WORK WITH EACH GROUP SEPARATELY.
2. Attach dimestore wrist watch or ribbon with bell onto the dominant arm. Use red for right dominance and green for left dominance.
3. Working with one dominance group, ask the children to raise the hand with the watch or bell on it. Give the child the lateral term for this hand: right or left.
4. Ask the children to raise their foot that is on the same side of the body as that hand. Give him the lateral term for the foot: right or left.
5. Use the various other body parts with terms of laterality; examples: side, arms, eyes, feet.
6. Gradually increase the speed of your verbal directions using only the one term of laterality for each group depending upon which is dominant for them. "Show me your right arm. Show me your right leg. Point to your right eye." USE ONLY THE LATERAL TERM OF DOMINANCE FOR EACH GROUP.

DOMINANT HAND ACTIVITIES

OBJECTIVE: 62. Each child will squeeze a ball, squeeze water from a sponge, crumple newspaper, and clip clothespins onto a shoe box with his dominant hand as measured by teacher made criterion referenced test.

MATERIALS: red and green ribbons with bells on them or red and green play watches for each child, small ball(s), clothespins, 2 x 2 x ½ inch sponge(s), newspapers, shoe box(es), 2 water containers with wide mouths.

RELATED AREAS: fine motor, language

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Again WORK WITH THE CHILDREN IN SEPARATE DOMINANCE GROUPS. Attach the ribbon or watch to the dominant arm.
2. The following activities are to be performed by the children using only their dominant hand:
   a. Clip clothespins onto shoe box edges.
   b. Squeeze and release a small ball.
   c. Transfer water from one container to another with the small sponge.
   d. Crumple ¼ sheet newspaper into small ball (See FINE MOTOR OBJECTIVE: CRUMPLING NEWSPAPER).
3. You may want the child to verbalize "This is my ____________ hand," while he is performing the activities with his dominant hand.

DOMINANT FOOT ACTIVITIES

OBJECTIVE: **63.** Each child can perform the following tasks as determined by teacher made criterion referenced test: 1) kick a shoe, bean bag, ball and block 10 feet with his dominant foot, and 2) push the bean bag, block, and shoe along a 4 foot line with the dominant foot.

RELATED AREAS: language, balance, gross motor

MATERIALS: bean bag(s), ball(s), wooden block(s), shoe(s), that are child size, masking tape.

OPTIONAL: stop watch or clock with second hand

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. You may want to do this activity following two different methods: 1) dominance groups separated, 2) dominance groups together. Make a masking tape line 10 feet from and parallel to one wall. The line should be approximately 4 feet in length.
2. Have the children remove their shoes. Let them individually or in similiar dominance pairs kick the bean bag(s) from the line to the wall and back. Before the child finishes his turn, he is to verbalize, "This is my ____________ foot." Do this with each item: ball, wooden block, shoe.
3. The children may race against their own time or against each other in equally matched pairs.
4. Have one child push the block, shoe and bean bag along the masking tape line with their dominant foot. While he is pushing the item down the line he should verbalize, "This is my ____________ foot."
5. Instruct the children to lie on their backs, raise their right or left (according to dominance) leg and make circles in the air with it while saying, "This is my ____________ leg."

DOMINANT SIDE ACTIVITIES

OBJECTIVE: 64. Each child can correctly follow teacher directions to perform body movements involving his dominant side as measured by teacher made criterion referenced test.	**MATERIALS:** none except normal room equipment
RELATED AREAS: language, gross motor	**GROUP SIZE:** 4–6 children separated into dominance groups

LESSON TIME: 10–15 minutes

PROCEDURE:

1. This activity should be PERFORMED SEPARATELY with each dominance group. You will be giving the children instructions to follow which involve only the dominant body side.
2. Sample directions for the children:

   Put your ________________ hand on the desk (floor, chair).

   Touch your _______________ foot to the wall.

   Lift up your ______________ hand (foot).

   Touch your _________ knee with your ___________ hand.

   Touch your ___________ ear with your _____________ hand.

   Put your _________________ side against the wall (desk).

   Point to the ____________ side of the room. Make a half turn. Point to the ____________ side of the room.

   Lie on your _______________ side. Roll to your __________ .
3. Give each group directions ONLY involving their dominant side.

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NON–DOMINANT SIDE

OBJECTIVE: **65.** Each child can verbalize the laterality term for his non-dominant side as measured by teacher made criterion referenced test.

MATERIALS: red or green ribbons with bells or red or green play watch for each child .

RELATED AREAS: language, motor

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. This is the FIRST lesson to focus on the child's non-dominant side. Previous lessons have dealt entirely with the dominant side of the child. BEFORE TEACHING THIS LESSON TO THE CHILD YOU SHOULD DETERMINE THAT THE CHILD HAS HIS DOMINANT SIDE FIXED FIRMLY IN HIS MIND ALONG WITH THE LATERALITY TERM FOR THAT SIDE. IF HE DOES NOT, REVIEW OBJECTIVES 61–64 BEFORE TEACHING OBJECTIVE 65. All of your instructions pertaining to this lesson will focus only on manipulating body parts on the non-dominant side.

2. Divide the children into their dominance groups and work with each group separately. The ribbon or play watch should be attached to the dominant arm. Explain to each group that they will be following instructions that involve movement on the side of the body that does not have the watch or ribbon. Ask the children to raise the hand without the watch or ribbon. Give the group the laterality term for this hand. Have the children repeat "This is my ______________ hand."

NON–DOMINANT SIDE (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

3. Demonstrate to each group the following movements involving only the non-dominant side. Say, "This is my __________ arm." Repeat the statement using the following terms:

   leg wrist elbow ankle hand knee foot heel ear eye

4. Give the instructions to the children: "Show me your____________ arm." Use the body parts that are listed in procedure No.3.

FIRST USAGE OF BOTH TERMS OF LATERALITY

OBJECTIVE: **66.** Each child can correctly follow teacher directions which involve both the dominant and non-dominant side as determined by teacher made criterion referenced test.

RELATED AREAS: language, motor

MATERIALS: red or green arm ribbons or play watches with red and green bands.

ADDITIONAL ACTIVITY: red and green construction paper, crayons, scissors, large pencils.

GROUP SIZE: 4–6 children in dominance groups

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Children are divided into their hand dominance groups. Instructions will be given to each group which will involve both right and left body parts. However, the directions will DEFINITELY emphasize the dominant side of the group with which you are working. The emphasis should be approximately a 3 to 1 ratio: 3 dominant side tasks for each non-dominant side task.
2. Sample directions:

   Raise your ______________ hand.
   Stomp your ______________ foot.
   Put your ______________ side against the wall.
   Put your ______________ hand behind your back.
   Lie down, raise your ______________ arm. Raise your ______________ leg.
   Touch your neighbor with your ______________ hand.
   Put your ______________ elbow on your ____(same)____ knee.
   Wink with your ______________ eye.

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FIRST USAGE OF BOTH TERMS OF LATERALITY (contd.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

Kick your __________ foot.

Shake hands with your neighbor using your __________ hand.

3. Give these instructions in the "Simon Says" form to alter the activity slightly. Again be sure to emphasize the dominant side in an approximate 3 to 1 ratio.

ADDITIONAL ACTIVITY: HAND TRACE

1. Trace the left hand and foot of each child on green construction paper. Trace the right hand and foot of each child on red construction paper. You may be able to let some of the children trace the hands and/or feet of other children.
2. The feet and hands may first be traced using a large pencil. To aid fine motor coordination, you may have each child retrace his patterns using crayons.
3. Considering the time you have available and student abilities, you may decide to have the children cut out their hand and feet patterns.
4. Print the words RIGHT and LEFT on each pattern.
5. Arrange the hand and/or footprints on the floor. Have the child crawl or walk on the prints and have him name the hand or foot he is using.

(See Objective 55. in the Gross Motor Section for additional activities using the red and green footprints.)

ANGELS-IN-THE-SNOW

OBJECTIVE: 67. Each child can correctly follow verbal instructions to move right and left arms and legs with no midline crossing as determined by teacher made criterion referenced test.

MATERIALS: red or green arm ribbons or red and green play watch for each child

RELATED AREAS: gross motor

GROUP SIZE: 4–6 children in dominance groups

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Throughout these lessons, review as often as necessary Objectives 61–64 where the dominant side is trained. When the child has the dominant side in mind, the opposite side will be learned more easily.
2. Instruct the children to lie on their backs on the floor. Make sure there is plenty of space between children. WORK WITH EACH DOMINANCE GROUP SEPARATELY.
3. Play Angels-in-the-Snow. This game involves instructing the children to slide their legs out and back and arms up and down. The instructions should only involve simultaneous movement of body parts on the same side of the midline. Your instructions should involve dominant and non-dominant sides on the ratio of approximately three dominant side instructions for each two non-dominant side instructions. Be especially aware of children demonstrating hesitation or other difficulties and review previous lessons with them.

ACTIVITY VARIATION

1. Do Angels-in-the-Snow with dominance groups together and give instructions which equally involve both sides.
2. Do the activity with the children lying on their stomachs.

ANGELS-IN-THE-SNOW--CROSSED MIDLINE

OBJECTIVE: **68.** Each child can correctly follow verbal instruction to move right and left arms and legs with midline crossing as determined by teacher made criterion referenced test.

MATERIALS: red or green arm ribbons or red and green play watch for each child.

RELATED AREAS: gross motor

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Do NOT separate children into dominance groups. Again play Angels-in-the-Snow with the children.
2. Begin the game giving instructions which involve only one side at a time. Then as the game continues, gradually introduce instructions which will involve both sides simultaneously. Example: Raise your right arm and left leg.
3. Particularly note children who are experiencing hesitations or difficulty. Give them additional practice on some of the previous lessons.

DRAWING BY INSTRUCTION

OBJECTIVE: **69.** Each child can correctly draw on paper what is dictated verbally using the laterality terms as measured by teacher made criterion referenced test.

MATERIALS: large art paper for each, red, green and black crayon for each child, hard writing surface for each

RELATED AREAS: fine motor, language, math

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Children should NOT be wearing their right-left arm identifiers. Give each child a large sheet of art paper and a red, green and black crayon.
2. Dictate to the children the following tasks to perform:
    a. Draw a red line on the right side of your paper.
    b. Draw a green line on the left side of your paper.
    c. Draw a black line down the middle of the paper.
    d. Make a red circle on the right side of the paper.
    e. Make a green circle on the left side of your paper.
    f. Make a green wavy line on the left side of the paper.
    g. Make a red wavy line on the right side of the paper.
3. It may be necessary to first perform this activity with teacher demonstration.

DRAWING BY INSTRUCTION (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

ACTIVITY VARIATION:

This activity may be used when teaching number concepts: Draw 3 red lines on the right side of your paper.

SPATIAL CONSTANCY OF RIGHT AND LEFT

OBJECTIVE: **70.** Each child can verbally identify the right or left arms of someone facing him as measured by teacher made criterion referenced test.

RELATED AREAS: language

MATERIALS: red and green ribbon with bell or red and green play watch for each child and yourself

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Attach to each child's left arm and your own a green left arm identifier and to each right arm and your own a red right arm identifier. Instruct the children to stand an arm's length apart.
2. Stand with your back to the children. Raise your right arm from your side and say what you are doing, "I am raising my right arm." Instruct the children to raise their right arm.
3. Tell the children to note that your right arm and their right arms are on the same side. Have the children keep their right arm raised to the side.
4. Tell the children to watch your right arm closely. Slowly turn facing the children. Ask the children if your right arm and their right arms are still on the same side. The children should still have their arms out to the side. Slowly turn back so that your back is facing the children. Again ask the children if your right arm is on the same side as their right arms.
5. Repeat this procedure with the left arm.
6. Group children in pairs standing side by side. Instruct children to raise their right arms. Tell children to turn facing each other with their arms still raise. Then have them return to their side by side positions while arms are raised.

OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

7. Repeat this with the left arm.
8. Repeat entire procedure several times with the children.

SUPPLEMENTAL ACTIVITIES FOR LATERALITY

1. To strengthen the dominant hand have the child do scribbling, line drawings, finger painting or chalk coloring on large art paper or on the chalkboard. Also use template tracing and peg board patterns to strengthen the dominant hand.
2. Have the children do Objectives 64, 66, 67, and 68 with their eyes closed.
3. Have the children assume a crawling position on the floor. Give the children the following instructions:

   Raise your right arm.
   Raise your left arm.
   Raise your left leg.
   Raise your right leg.
   Raise your right arm and left leg.
   Raise your right leg and left arm.
   Raise your right arm slowly.
   Raise your left arm slowly.
   Raise your right leg slowly.
   Raise your left leg slowly.

4. Using the footprints and handprints that were made in Objective 66, place these on the floor and have the child follow them correctly. The teacher may use the hands and feet together for crawling patterns for the child to follow. The child may need to wear his red and/or green arm identifier for this activity.
5. Bounce a ball, tap a table, punch a punching bag, alternating hands, and verbalize the hand that is performing.
6. Act out things performed with the right hand: flag salute, boys' (girls') scout salute, soldier salute, shaking hands.
7. With masking tape make circles and squares on the floor, give the children the following instructions:

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Place your left hand in the circle.

Place your right foot in the square.

The instructions may involve two appendages simultaneously.

8. Make two masking tape circles on the floor. Your instructions may involve having the child run, walk, hop, skip, jump to the right or left circle; tossing a bean bag into the right or left circle or placing an object in the right or left circle. This activity can also be used for gross motor training.

9. Play "Hokey Pokey," "Simon Says" emphasizing directions involving left and right.

10. Have the children seated in a circle. Give a ball to a child. Instruct the child with the ball to pass it either to his left or right. Do this with each child.

11. Have the child feel and identify objects in an Object Box. Do not permit the child to see the objects. Allow him to feel the objects only with his dominant hand.

12. With the child using his dominant hand, have him draw creatively to music. Vary the music that is used, including both slow and fast, letting the child's hand movements flow with it. This may be a chalkboard or paper activity.

13. Have the child hammer short, thick nails into wooden blocks. While the child is hammering with his dominant hand have him say: "Right, right, right, or "This is my right (hit) hand."

14. Using an opaque or overhead projector, flash patterns on the screen of red right feet and hands and green left feet and hands. Have the children identify as to right and left.

15. Give the children a pair of gloves and shoes. Let him determine the right and left of each pair.

16. Have the child examine a pair of gloves and shoes. Ask him, "On which hand does each glove (shoe) belong?"

17. Have the children stand, feet together and arms at their sides. Instruct them to move their right arm and leg out slowly and repeat. Then do the left arm and leg. Gradually increase speed and include instructions that include body parts on both sides of the midline.

18. Have children stand with 3–4 feet of space separating them. Give them instructions to kick their right or left foot. The instructions may be altered to include side, forward and backward kicks.

19. Have the children stand at the chalkboard with ample space between them. Instruct them to place their chalk on the board directly in front of them. Then instruct the child to draw a line to the left or right. The complexity of this task can be increased by including "up" and "down" lines.

20. Stand the child 4–5 feet from a large wastecan. Let him toss bean bags into the can using his dominant hand.

21. Switch on an overhead projector and direct it towards the chalkboard. Instruct a child to place his hand on the projection surface and let another child trace it on the chalkboard and identify it as a right or left hand. Let each child be a tracer and model.

22. Instruct the child to identify the top, bottom and sides of: 1) himself, 2) various objects, 3) the room.

23. Instruct the child to point to a certain place and then to move there. "Point to the wall that is nearest to you; walk to that wall." Have the child identify the location of various objects in the room using spatial terms.

24. Using spatial directions, instruct the child to rearrange furniture in the room. For example, "Place the closest chair between the desk and the wall."

25. Set up an obstacle course which requires the child to go over, under, around, etc. the obstacles.

26. Direct the child to move in experimental patterns within a given space. Examples: 1) move sideways across the room, 2) move close to me and then move far away from me, 3) move from the front of the room to the rear of the room going over one object and under another object.

27. Assign the children partners and repeat the activity listed in No.26.

EDITED AND ABBREVIATED PERFORMANCE OBJECTIVES

DIRECTIONALITY

DIRECTIONALITY PERFORMANCE OBJECTIVES

ABBREVIATED AND SEQUENCED

1. Position in Space
2. Spatial Relationships

MEASUREMENT ITEMS

MEASUREMENTS ITEMS DIRECTIONALITY

1. Position in Space

Child can demonstrate positions upon verbal command:

_____ a. Stand near the door.

_____ b. Stand far from the window.

_____ c. Walk forward; walk backward.

_____ d. Face frontwards; face backwards.

_____ e. Stand in front of the chair; stand in back of the chair; stand behind the chair.

_____ f. Stand at the side of the desk, walk sideways to the door; stand beside me.

_____ g. Point to the middle of this circle; stand in the middle of the room; touch the center of this line (on chalkboard).

_____ h. Stand between Susie and Johnny; walk between the desk and the chair.

_____ i. Touch the top of the desk; touch the bottom of the chair; point up; point down.

_____ j. Hold your hand over your head; put your hand under the desk; hold the book above the desk; put the book beneath the chair.

_____ k. Jump in the circle (taped on the floor); jump out of the circle.

_____ l. Put the pencil on the book; put the pencil beside the book.

2. Spatial Relationships

_____ a. Stand behind the chair. Now sit down on it and place your feet under it.

_____ b. Stand beside the book shelf; put a book on the top shelf; move that book to the bottom shelf.

(Give each child a red stick and a green stick.)

_____ c. Hold the red stick above the green stick.

_____ d. Place the red stick under the desk.

Child must verbally describe the spatial movement demonstrated by the teacher:

_____ e. Teacher stands in front of a child. Ask, "Where am I standing?"

_____ f. Teacher puts a book under the desk. Ask, "Where did I put the book?"

To test the child's understanding of the spatial concepts at the semi-concrete level, show him two pictures illustrating two spatial concepts.

______ g. Point to the picture that shows the boy between the cars.

______ h. Point to the picture that shows people who are near each other.

MONITORING INSTRUMENT
FOR PERFORMANCE OBJECTIVES COMPETENCY

Student Name

DIRECTIONALITY
Subject Area

PERFORMANCE OBJECTIVES	PRE-TEST PROFICIENT		REMEDIATION	POST-TEST PROFICIENT	
	YES	NO		YES	NO
1. Position in Space			Objectives 71–80		
2 Spatial Relationships			Objectives 81–84		

Proficiency total divided by number of items equals the per cent of total item proficiency ______________

DIRECTIONALITY UNIT MATERIALS LIST

REQUIRED		OPTIONAL	
OBJECTIVE NO.:			
71.	5 x 7 inch cards or heavy paper cut 5 x 7.		
77.	Small sturdy ladder.		
79.	Large refrigerator or television shipping crate or box, or large cardboard box.		
82.	Red stick and green stick for each child.		
84.	Stop watch or clock with second hand.	84.	Set of flashcards for each child.

NEAR-CLOSE/FAR-AWAY

OBJECTIVE: 71. Each child can demonstrate by physical response to verbal command his understanding of the meaning of the terms near, close/far, away as measured by teacher made criterion referenced test.

RELATED AREAS: language, motor

MATERIALS: normal room equipment, teacher made flash cards with stick figures demonstrating near, close/far, away

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

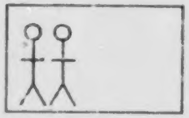
PROCEDURE:

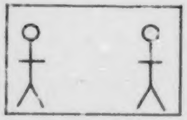
1. Seat the children on the floor where they can all see you. Demonstrate to them the meaning of the words near, close/far, away. Examples: "I stand near or close to Susan." "Now I am far from or away from Susan." "I am near my desk." "I am far from or away from my desk." "I am standing away from the trash can." "I am standing near the trash can."
2. Go through the demonstration of the terms again but this time have the children do the performance with you.
3. Give individual children instructions which involve understanding the concept of near-close or far-away.
4. Show a flash card to the group and let them respond to it saying whether it demonstrates near or far.
5. Call on individual children to determine if the flash card demonstrates near or far.

NOTE TO TEACHER:

Cards may be made on 5 by 7 cards with magic marker stick figures.

Samples:


near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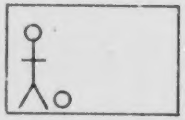
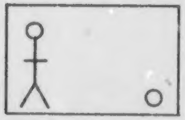

near


far

FRONT, FORWARD, FRONTWARDS/BACK, BACKWARDS

OBJECTIVE: 72. Each child can demonstrate by physical response to verbal command his understanding of the meaning of the terms front, forward, frontwards/back, backwards as measured by teacher made criterion referenced test.

MATERIALS: normal room equipment, teacher-made flash cards demonstrating front, forward, frontwards/back, backwards.

RELATED AREAS: language, motor

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Follow the same procedures as suggested for near, close/far, away except substitute the terms: front, forward, frontwards/back, backwards.
    - A. Demonstrate concept.
    - B. Have children demonstrate concept with you.
    - C. Instruct individual children to demonstrate the concept.
    - D. Let group respond to flash cards demonstrating concepts.
    - E. Call on individual child to respond to flash card.

IN FRONT OF/IN BACK OF, BEHIND

OBJECTIVE: **73.** Each child can demonstrate by physical response to verbal command his understanding of the meaning of the terms in front of/in back of, behind as measured by teacher made criterion referenced test.

MATERIALS: normal room equipment, teacher-made flash cards demonstrating in front of/in back of, behind

RELATED AREAS: language, motor

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Follow the procedures that are suggested for near, close/far, away except use the terms: in front of/in back of, behind.

SIDE, SIDEWAYS, TO THE SIDE OF, BESIDE

OBJECTIVE: 74. Each child can demonstrate by physical response to verbal command his understanding of the meaning of the terms side, sideways, to the side of, beside, as measured by teacher made criterion referenced test.	**MATERIALS:** normal room equipment, teacher-made flash cards demonstrating side, sideways, to the side of, beside along with cards used for in front of/in back of, behind.
RELATED AREAS: language, motor	**GROUP SIZE:** 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Follow the procedures that are suggested for near, close/far, away except use the terms: side, sideways, to the side of, beside.
2. Combine the flash cards made for in front of/in back of, behind with the cards made to demonstrate side, sideways, to the side of, beside and drill the children using both concepts.

MIDDLE, MIDDLE OF, CENTER

OBJECTIVE: **75.** Each child can demonstrate by physical response to verbal command his understanding of the meaning of the terms middle, middle of, center as determined by teacher made criterion referenced test.

MATERIALS: normal room equipment, flash cards demonstrating middle, middle of, center along with cards used for side, sideways, to the side of, beside.

RELATED AREAS: language, motor

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Follow the procedures that are suggested for near, close/far, away except use the terms: middle, middle of, center.
2. Combine flash cards made for side, sideways, to the side of, beside with the cards made to demonstrate middle, middle of, center and drill the children using both concepts.

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BETWEEN

OBJECTIVE: **76.** Each child can demonstrate by physical response to verbal command his understanding of the meaning of the term between as determined by teacher made criterion referenced test.

MATERIALS: normal room equipment, flash cards demonstrating between, those flash cards used to demonstrate side, to the side of, sideways, beside.

RELATED AREAS: language, motor

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Follow the procedures that are suggested for near, close/far, away except use the term: between.
2. Combine flash cards made for between with those used to demonstrate beside, side, to the side of, sideways and drill the children on both concepts.

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TOP, UP/BOTTOM, DOWN

OBJECTIVE: 77. Each child can demonstrate by physical response to verbal command his understanding of the meaning of the terms top, up/bottom, down as determined by teacher made criterion referenced test.

RELATED AREAS: language, motor

MATERIALS: normal room equipment, flash cards made to demonstrate top, up/bottom, down; small sturdy ladder

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Follow the same procedures that are suggested for near, close/far, away except use the terms: top, up/bottom, down.
2. The ladder can aid motor development as well as greatly reinforce the top, up/bottom, down concept. Use it to demonstrate the concept and let the children demonstrate the concepts on it as directed by you.

OVER, OVERHEAD, ABOVE/UNDER, UNDERNEATH, BENEATH

OBJECTIVE: 78. Each child can demonstrate by physical response to verbal command his understanding of the meaning of the terms over, overhead, above/under, underneath, beneath as determined by teacher made criterion referenced test.

MATERIALS: normal room equipment, flash cards made to demonstrate over, overhead, above/under, underneath, beneath; small sturdy ladder

RELATED AREAS: language, motor

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Follow the procedures that are suggested for near, close/far, away except use the terms: over, overhead, above/under, underneath, beneath.
2. The small ladder can greatly help the children grasp the over, overhead, above&under, underneath, beneath concept. Use it to help demonstrate the terminology. Let the children experience the concepts on the ladder according to instructions given by you.

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IN, INSIDE/OUT, OUTSIDE

OBJECTIVE: 79. Each child can demonstrate by physical response to verbal command his understanding of the meaning of the terms in, inside/out, outside as determined by teacher made criterion referenced test.

MATERIALS: normal room equipment, flash cards made to demonstrate in, inside/out, outside; large refrigerator or television shipping crate or box.

RELATED AREAS: language, motor

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Follow the same procedures that are suggested for near, close/far, away except use the terms; in, inside/out, outside.
2. Use the large crate to demonstrate in, inside/out, outside and let the children get in and out of it.

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BESIDE/ON

OBJECTIVE: 80. Each child can demonstrate by physical response to verbal command his understanding of the meaning of the terms beside/on as determined by teacher made criterion referenced test.

MATERIALS: normal room equipment, flash cards to demonstrate the concepts beside/on.

RELATED AREAS: language, motor

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Follow the same procedures that are suggested for near, close/far, away except use the terms: beside/on.

SPATIAL RELATIONSHIP ADJUSTMENT

OBJECTIVE: 81. Each child can correctly follow teacher instruction for physical movement involving spatial relationships as determined by teacher made criterion referenced test.

MATERIALS: normal room equipment

RELATED AREAS: language, motor

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. This lesson will consist entirely of instructing the children to move to certain positions in the room and then to adjust that position and their spatial relationship to an object.
2. Sample directions are as follows. Supplement these with your own. Instruct one child then another. They are not to follow the directions as a group.

   Stand near the desk, move in front of it.

   Stand far away from the pencil sharpener, move close to it.

   Stand behind the chair, sit down on it, place your feet under it.

   Put a book on the top shelf, move that book to the bottom shelf.

   Go to a far corner of the room, come to the center of the room. (These instructions should be given to all of the children at once.)

   Lie on the floor, put your feet up, down; put your hands up, down, put your hands over your eyes, under or beneath your head. (This instructions should be given to all of the children at once.)

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SPATIAL RELATIONSHIP ADJUSTMENT (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

Kick your foot up.

Raise your leg sideways.

Have one child sit and another child stand beside him. Have the standing child move in front of, behind, close to, away from the other child. Repeat the procedure with the other child standing.

ACTIVITY VARIATION:

Do the entire lesson with children performing in pairs.

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STICK DIRECTIONALITY

OBJECTIVE: 82. Each child can demonstrate his understanding of the terms of directionality by his correct physical response to verbal command as determined by teacher made criterion referenced test.

RELATED AREAS: language, motor

MATERIALS: red stick for each child, green stick for each child -- these may be tinker toy sticks marked with a large band of either red or green magic marker or construction paper.

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Give each child a red stick and a green stick. Check to see that each child holds the green stick in his left hand and the red stick in his right hand.
2. The following are sample instructions to be given to the children. Supplement these with your own.

    Hold the red stick above the green stick.

    Hold the green stick behind the red stick.

    Place the red stick in the middle of the table.

    Put the green stick behind your back.

    Place the red stick under the desk.

    Put the green stick near your head.

    Hold the red stick as far from your head as you can.

    Put the green stick between your feet.

STICK DIRECTIONALITY (concl.)

OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

Hold the green stick down by your side.

Raise the red stick above your head.

ACTIVITY VARIATION:

Say left and right in your directions instead of red and green.

TELL ME WHERE I AM

OBJECTIVE: **83.** Each child can verbally summarize the spatial concept represented in a physical action as determined by teacher made criterion referenced test.	**MATERIALS:** normal room equipment, large cardboard box.
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. For this lesson you will be making directional movements and asking the children to make summary statements concerning your movements. Before you call on children to summarize your movements, demonstrate to them how you expect them to respond verbally.

   Sample movements for demonstrator:

   Stand beside a child --ask: "Where am I standing?" "You are standing beside Tom."

   Stand behind a child --ask: "Where am I standing now?" Response.

   Stand in front of a child --ask: "Where am I standing now?" Response.

   Move to the middle of the room --ask: "Where am I in the room?" Response.

   Put a book under a desk or table --ask: "Where did I put the book?" Response.

   Put another book on top of the other book --ask: "Where did I put the book?" Response.

   Place a paper beneath the books --ask: "Where did I put the paper?" Response.

   Put your hand up --ask: "Where did I put my hand?" Response.

   Put your hand down --ask: "Where did I put my hand?" Response.

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

2. Whisper to various children instructions for movement. Let their classmates summarize their actions.

Samples:

Crawl under a table --ask: "Where did Jennifer crawl?"

Step over the books --ask: "Where did Brian step?"

Get inside the box --ask: "Where is Cary?"

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OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

2. Whisper to various children instructions for movement. Let their classmates summarize their actions.

Samples:

Crawl under a table --ask: "Where did Jennifer crawl?"

Step over the books --ask: "Where did Brian step?"

Get inside the box --ask: "Where is Cary?"

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FLASH CARD SUMMARY

OBJECTIVE: 84. Each child can correctly determine the spatial concept which is illustrated by stick figures as measured by teacher made criterion referenced test.	**MATERIALS:** complete assortment of flash cards which were made to illustrate spatial concepts, stop watch or clock with second hand. OPTIONAL: set of ditto flash cards for each child.
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. This lesson may be performed using either of the following methods:
   a. You may take each child individually. Flash cards to him in pairs and name a spatial concept term. The child is to point to the card in the pair that illustrates that term. Allow the child 10 seconds per pair for his response.
   b. Using ditto masters, make a small set of flash cards for each child. Arrange each child's set into two stacks with the concepts you want to test against each other, opposite to each other in the stacks. The concepts should be stacked the same for each set. Give each child his two stacks. Instruct him to take the top card off each pile and place it in front of him. Tell the children that you are going to call out a spatial term (word) and they are to hold up the card of those two which illustrates the term. Check each child's response. Then instruct him to take the top card from each pile again. Call out another term and check the children's responses.

ACTIVITY VARIATION:

This activity may be used later with numbers and letters.

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FLASH CARD SUMMARY

OBJECTIVE: 84. Each child can correctly determine the spatial concept which is illustrated by stick figures as measured by teacher made criterion referenced test.	**MATERIALS:** complete assortment of flash cards which were made to illustrate spatial concepts, stop watch or clock with second hand. OPTIONAL: set of ditto flash cards for each child.
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. This lesson may be performed using either of the following methods:
   a. You may take each child individually. Flash cards to him in pairs and name a spatial concept term. The child is to point to the card in the pair that illustrates that term. Allow the child 10 seconds per pair for his response.
   b. Using ditto masters, make a small set of flash cards for each child. Arrange each child's set into two stacks with the concepts you want to test against each other, opposite to each other in the stacks. The concepts should be stacked the same for each set. Give each child his two stacks. Instruct him to take the top card off each pile and place it in front of him. Tell the children that you are going to call out a spatial term (word) and they are to hold up the card of those two which illustrates the term. Check each child's response. Then instruct him to take the top card from each pile again. Call out another term and check the children's responses.

ACTIVITY VARIATION:

This activity may be used later with numbers and letters.

SUPPLEMENTAL ACTIVITIES FOR DIRECTIONALITY

1. Stand beside a child at the chalkboard. Put a dot on the board and have the child place his chalk on this dot. Then place another dot on the board. Have the child draw a line from the first dot to the second. Continue to follow this pattern, drawing one dot at a time on the chalkboard. At first do not place the dots where the child must cross his midline. Later include dots which will force midline crossing.
2. Etch-A-Sketch can be a fascinating device on which the child may experiment with directionality. This device is manufactured by Mattel.
3. Have the child draw circles, simultaneously with both hands, on the chalkboard. Have him retrace these circles several times. Then ask the child to stop his movement and trace his circles in the opposite direction. This may be difficult for the child and the teacher may have to physically help the child pattern his movement at first in the reversed direction.
4. Direct the children to point over, behind, above, below, under, between objects available in the room. Examples:

    under the table
    between the desks
    over the flag
    behind another child
    behind their back
    over their shoulders
    above the chalkboard
    between two books
    under the windows
    over the door

5. Make an obstacle course for the children. Include obstacles that will force the child to go over, under, between, around and through. Have them say the term as they perform the activity.
6. Have the children close their eyes. Ask the children to point to objects in the room. Examples: door, windows, pencil sharpener, coatroom, flag, teacher's desk.

7. Take a ball, pencil and box. Hold them before the children demonstrating various spatial relationships. Sample questions to ask the children are as follows:

   a. Which is higher - the ball or the box?
   b. Which is highest - the ball, box or pencil?
   c. Which is lower - the ball or the pencil?
   d. Which is lowest - the ball, pencil or box?

FINE MOTOR

The main objective for this Fine Motor section is to develop and strengthen the child's dominant hand to enable him to acquire the skills necessary for the paper and pencil tasks he will be required to do during his school years. Some of these activities do not necessarily fit into a pretest-post test concept, but are activities that will enable the child to gradually build up the strength and coordination needed. For many of the activities, the goal would be that the child will improve his speed or proficiency in performing the task.

Some of the skills fit a developmental pattern, i.e. the child must be able to accomplish the first task before he can move on to the next, more difficult task. But many of the activities in this section can be worked on concurrently; they all help improve eye-hand coordination and muscle development but can be varied from day to day to maintain the child's interest.

EDITED AND ABBREVIATED PERFORMANCE OBJECTIVES

FINE MOTOR

FINE MOTOR PERFORMANCE OBJECTIVES

ABBREVIATED AND SEQUENCED

1. Hand-Finger Dexterity
2. Peg Boards
3. Pre Writing Skills

MEASUREMENT ITEMS

1. Hand-Finger Dexterity

____ a. Child can crumple ¼ sheet of newspaper into a tight ball within 10 seconds using only one hand.

____ b. Child can pick up a pencil with his thumb and each finger on either hand.

____ c. Child can copy a bead pattern involving two colors or two shapes or two sizes within 2 minutes.

____ d. Child can clip onto a card the number of clothespins indicated by the numerial on the card.

2. Peg Boards

____ a. Child can completely fill his pegboard within 5 minutes, using only his dominant hand.

____ b. Child can duplicate within 2 minutes a pegboard pattern made by the teacher.

____ c. Child can duplicate within 2 minutes a pegboard pattern which has been shown to him for only 15 seconds.

____ d. Child can make pegboard pattern within 2 minutes after receiving only verbal directions for the pattern.

____ e. Child can correctly produce within 2 minutes the pegboard pattern drawn on an overlay pattern.

3. Pre Writing Skills

a. Child can trace around templates and name the shape he is tracing:

____ 1. circle

____ 2. square

____ 3. rectangle

____ 4. triangle

____ 5. rhombus

____ b. Child can correctly complete the unfinished shapes of circle, square, triangle, rectangle, and rhombus on a ditto paper.

____ c. Child can duplicate in his clay tray or salt tray the design or letter drawn on the chalkboard.

____ d. Child can correctly trace his name on a pattern.

MONITORING INSTRUMENT
FOR PERFORMANCE OBJECTIVES COMPETENCY

____
Student Name

FINE MOTOR
Subject Area

PERFORMANCE OBJECTIVES	PRE-TEST PROFICIENT		REMEDIATION	POST-TEST PROFICIENT	
	YES	NO		YES	NO
1. Hand-Finger Dexterity			Objectives 85 – 96		
2. Peg Boards			Objectives 97 – 101		
3. Pre Writing Skills			Objectives 102 – 109		

Proficiency total divided by number of items equals the per cent of total item proficiency _______________.

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FINE MOTOR UNIT MATERIALS LIST

REQUIRED		OPTIONAL
OBJECTIVE NO.:		
85.	Newspapers	
86.	Basters, eye droppers, sponges, containers, water	
87.	3 egg cartons, 18 ping pong balls, 3 pincher tongs, chalk, chalkboard	
88.	2 large bowls, hinge tongs, blocks, small plastic toys	
89	Bowl of water, hinge tongs, pincher tongs, small toys	
91.	Pencils	
92.	Box of assorted beads, strings	
93.	Bag of colored popcorn, muffin tin	tweezers
94.	Six 1 lb. cans, 60 color-coded clothespins	
95.	Clothespins, number cards	paper clips
96.	Construction paper, overlay pattern, push pins, heavy cardboard	
97.	Peg boards, pegs, stop watch or clock with second hand	
101.	Peg board patterns	
102.	Circle templates, pencils, paper, chalk, eraser	
103.	Square and rectangle templates	
104.	Triangle templates	
105.	Rhombus templates	
106.	Strips of construction paper, staples, stapler, dittos of incomplete shapes	
107.	Playdough, number, letter, and name patterns, clear contact paper	

FINE MOTOR UNIT MATERIALS LIST (continued)

	REQUIRED	OPTIONAL
108.	Clay, small size pizza tin, popsicle or tracing stick	sand, salt
109.	Pattern of child's name on manila paper covered with contact paper, crayons	patterns of shapes, numerals, or alphabet
110.	Paper punches, manila paper, pencils, crayons	3 x 5 inch cards
111.	Construction paper patterns, paper punches, yarn, glue, scissors	
112.	Newspapers, scissors, crayons	
113.	Form boards with buttons, ties, snaps, buckles, hooks and zippers	

CRUMPLING NEWSPAPER

OBJECTIVE: 85. Each child can crumple into a ball ¼ sheet of newspaper with either hand as determined by teacher made criterion referenced test.

RELATED AREAS:

MATERIALS: ¼ and ½ sheet of newspaper for each child

OPTIONAL: paper heavier than newspaper

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Sit at a low table and position the children around you. Place a ¼ sheet of newspaper on the table. Start at one corner of the newspaper and begin crumpling it until you have it all crumpled into a small ball. Use only one hand to do the crumpling.
2. Distribute to each child ¼ sheet of newspaper and seat him at a low desk or table. Instruct him to crumple the sheet into a small ball as you did.
3. Watch the children carefully to note those that are having difficulty and which hand they are using. Remind the children to use only one hand on the task.
4. Give the children another ¼ sheet of newspaper and have them crumple it with the opposite hand.
5. Let each child try crumpling ½ sheet of newspaper.

ACTIVITY VARIATIONS:

1. Heavier paper can be used.
2. Have the children crumple paper with both hands simultaneously.
3. Have the children close their eyes and crumple the paper.
4. Have the children cross their arms and crumple two pieces of paper simultaneously.
5. Old telephone books can be used for this activity.

WATER SQUEEZE TRANSFER

OBJECTIVE: 86. Each child can transfer water using a baster, eye dropper, sponge into one, two and three inch openings without spilling as determined by teacher observation of the task.

RELATED AREAS: gross motor

MATERIALS: 2 basters, 2 eye droppers, two 2x2x½ inch sponges, 8 containers: 2 with 3 inch openings, 2 with 2 inch openings, 2 with 1 inch openings, 2 with 6 inch openings, water

OPTIONAL: sponges of various size and thickness

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Seat the children at a low table around you. Have one of each piece of equipment on the table. Demonstrate and verbalize for the children the method of transferring water with the eye dropper, the baster, the sponge. Place water in the 6 inch container and transfer water to the 3 inch container with the sponge; the 2 inch container with the baster, the 1 inch container with the eye dropper. Explain to the children how the eye dropper, baster and sponge must be placed in the water, squeezed, and released in order to fill. Then to empty them, they must be squeezed again.
2. Place a 6 inch container filled halfway with water and a 3 inch empty container on a table which is waist high for the children. The containers should be about 8 inches apart. Stand a child in front of the table and give him a sponge. Have him transfer the water from one container to the other.
3. After each child has tried the sponge transfer, give the children the baster and let them transfer water from one container to another with it. Then replace the 3 inch container with the 2 inch container and have the child transfer water from the 6 inch container to the 2 inch container.

WATER SQUEEZE TRANSFER (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

4. After each child has tranferred water with the baster, change the 2 inch containers to 1 inch containers and let each child transfer with an eye dropper.
5. You may want the children to perform the activity 2–3 times. It may be necessary to physically aid some of the children with their hand movements during the first try with each piece of equipment.

ACTIVITY VARIATION:

1. Change the size and thickness of the sponges several times.
2. Let the child transfer water to a pop bottle with the baster and eye dropper.

EGG CARTON COLOR MATCH

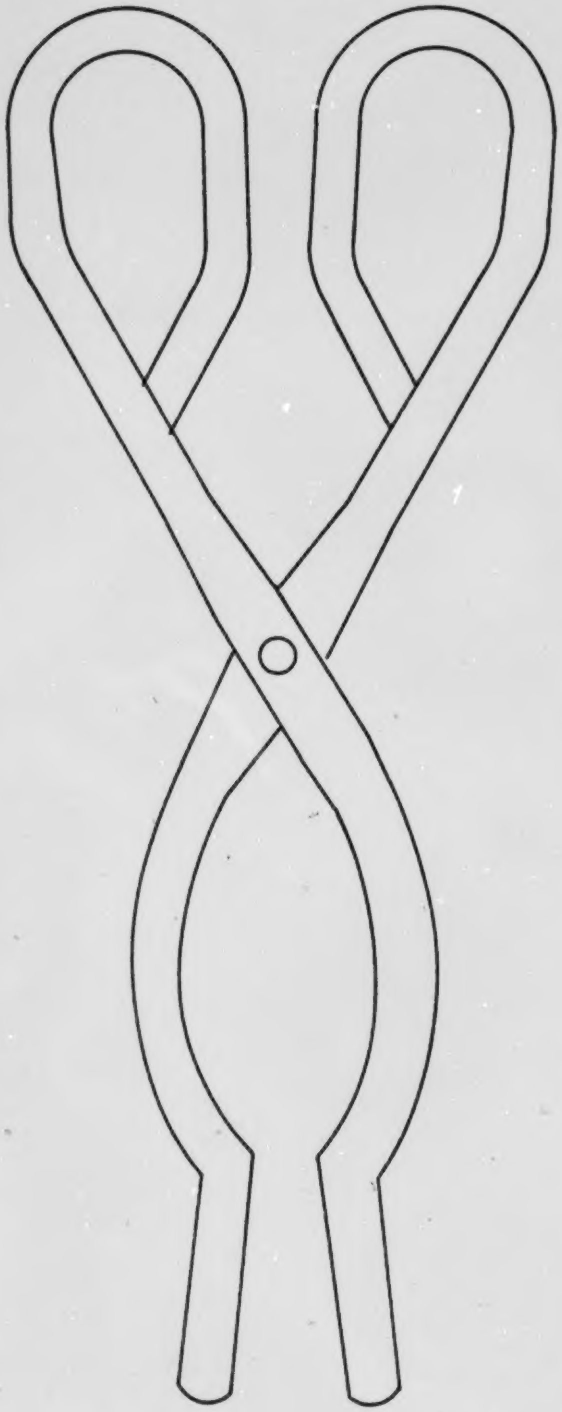
OBJECTIVE: 87. Each child can match the following colors: red, yellow, purple, blue, green, orange by using tongs to place painted ping pong balls into painted egg cartons as determined by teacher observation of the task.	**MATERIALS:** three egg cartons, 18 ping pong balls, three pincher tongs, chalk, chalkboard
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 10 minutes

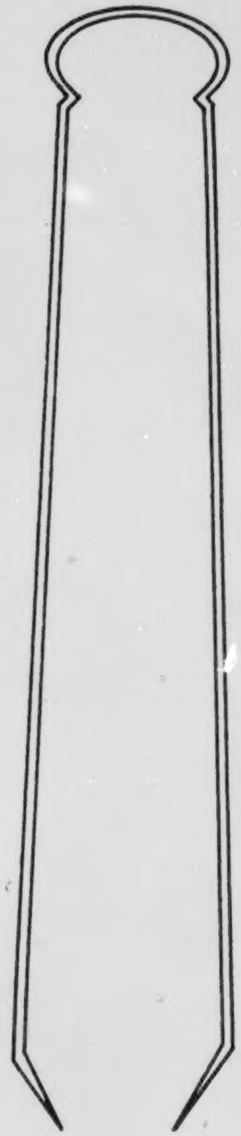
PROCEDURE:

1. Take three egg cartons and paint every other depression a different color using the colors red, yellow, purple, blue, green, orange. Take 18 ping pong balls and paint three red, three yellow, etc. (you may want the children to do both of these tasks).
2. Give three of the children a pair of pincher tongs, a painted egg carton and a ping pong ball of each color. Instruct them to pick up with the tongs the red ball and place it in the red depression. They are to follow this procedure with the remaining balls.

HINGE TONGS



PINCHER TONGS



WATER FLOAT TRANSFER - I

OBJECTIVE: 88. Each child can transfer each floating item with hinge tongs from one large mouth container to another as determined by teacher observation of the task.

MATERIALS: 2 large bowls, pair of hinge tongs, blocks, small plastic boats and cars, plastic cup.

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Fill one of the large bowls 3/4 full of water. Place three items in the water. Seat the children around you at a low table. Demonstrate and verbalize for the children how to use the tongs. Let the children practice opening and closing them.
2. Have the children stand around so that they can see. Take the tongs and remove each item from the water one at a time and place it in the other container. When all of the items have been plucked from the water with the tongs, place three more items into the water and repeat the procedure. Continue until all items have been taken from the water using the tongs.
3. Place the bowl of water and other container on a table or desk which is waist high for the children. Place 3 items at a time in the bowl of water and let each child remove these items with the tongs. Then place another three items and let each child remove these.

WATER FLOAT TRANSFER - II

OBJECTIVE: 89. Each child can transfer each floating item with hinge and pincher tongs from a small bowl to a container with a three inch opening as determined by teacher observation of the task.

RELATED AREAS: gross motor

MATERIALS: one small bowl filled 3/4 full of water, 2 pair of tongs: hinge and pincher, small jacks ball, pill bottle cap, plastic penny charm(s), plastic bracelet, plastic barrette, peanut(s) in shells, plastic lids of various sizes, container with 3 inch mouth opening

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Seat the children around you at a low table. Have all of the equipment on the table. Demonstrate and verbalize for the children how to use each pair of tongs. Pass each pair around the group and let the children practice opening and closing them.
2. Drop some of the larger floating items into the bowl of water. Have the children stand around so that they can see. Taking the pincher tongs remove each item from the water, one at a time, and place it in the container with the 3 inch opening. When all of the items have been plucked from the water with the tongs, put them back into the water and repeat the procedure using the hinge tongs. Do this until all items have been removed from the water and placed in the 3 inch container with both kinds of tongs.
3. Place the bowl of water and 3 inch container on a table or desk which is waist high for the children. Place 3 items at a time in the bowl of water and let each child remove these items with the pincher tongs. Then place another three items and let each child remove these. After all items have been removed following this method, use the same procedure and remove the items with the hinge tongs.

FINGER TOUCH

OBJECTIVE: 90. Each child can touch each finger on his hand to his thumb in succession and each finger on both hands to his thumb simultaneously as determined by teacher observation of the task.

MATERIALS: none

RELATED AREAS:

GROUP SIZE: 4–6 children or more

LESSON TIME: 5–10 minutes

PROCEDURE:

1. Seat the children around you so that all can see your hands. Hold one hand up and instruct the children to watch carefully.
2. Slowly touch each finger in succession to the thumb.
3. Tell the children to hold up one hand and do the task with you. Lead them in touching each finger. Do this 3–4 times with the children.
4. Instruct the children to change hands and lead them in doing the task with the other hand. Do this 3–4 times with the group.
5. Have the children hold both hands in front of them. Lead them in doing the task with both hands simultaneously. Do this 3–4 times with the group.
6. Check each child individually to see that he can perform the task with each hand separately and together simultaneously.

FINGER FUN

OBJECTIVE: 91. Each child can pick up a pencil with his thumb and each finger on either hand as determined by teacher made criterion referenced test.

MATERIALS: pencil for each child

RELATED AREAS:

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Seat children around you at a low table. Explain to them that they are going to learn several finger tricks and exercises that they can do at home and school.
2. Demonstrate each movement carefully to the children and then let them try each exercise at least three times. Some may need you to physically manipulate their fingers at first.
    a) Place palms together, clap all fingertips together simultaneously.
    b) Place fingertips of one hand against fingertips of other, clap palms together.
    c) Pick up pencil with index and thumb, middle and thumb, ring and thumb, little and thumb. Change hands and repeat.
    d) Place hand flat on table, beginning with thumb, lift each appendage individually and tap on table five times without raising other fingers. Change hands and repeat.

STRING BEAD PATTERNS

OBJECTIVE: 92. Each child can copy the following bead patterns: 1) pattern involving two colors, 2) pattern involving two shapes, 3) pattern involving two sizes, each within two minutes as determined by teacher made criterion referenced test.	**MATERIALS:** shoelace string for each child and yourself, box of assorted beads for each person which includes various colors, shapes and sizes.
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE: IMPORTANT: SEE ACTIVITY VARIATION 3

1. Sit at a low table or on the floor with the children. Take a shoelace string and box of beads. Alternately string red and blue beads. Use any shape beads for the task. Emphasize the color names.
2. Hold the pattern before the children and instruct them to string their beads like the pattern. Give the children a two minute period to duplicate the pattern.
3. String a bead pattern for the children alternating the ball (circle) and square beads. Use any color of beads for the task. Give the children two minutes to duplicate your pattern. Emphasize the shape names.
4. Using only square beads, alternately string large and small squares for the children. Give the children two minutes to duplicate your pattern. Emphasize the size relationships: bigger or larger and smaller, or big and little.

ACTIVITY VARIATION:

1. Show the children your pattern for 15 seconds. Ask them to duplicate it in two minutes.
2. Give the children verbal instructions only for stringing a pattern. Give them two minutes to produce it.

STRING BEAD PATTERNS (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

IMPORTANT:

3. If the children are not secure with the color, size and shape concepts, it may be necessary to divide this lesson into three lessons: 1) lesson emphasizing color patterns, 2) lesson emphasizing size patterns, 3) lesson emphasizing shape patterns.

COLORED POPCORN SORT

OBJECTIVE: 93. Each child can correctly sort colored popcorn according to color into the appropriate container as determined by teacher observation of the task.

RELATED AREAS: language

MATERIALS: bag of colored popcorn, muffin tin or manila paper with six 3 inch diameter circles drawn on it for each child, flat work area for each.

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Take a handful of popcorn kernels and a muffin tin or sheet of circles. Select one kernel of each color and ask different children to name the colors: red, blue, yellow, orange, green. After the color has been named, place each color in a different circle or muffin hole. Place the unsorted kernels in the last circle or muffin hole.
2. Explain to the children that they will each receive popcorn and a sorter. They are to separate the kernels, putting all the orange in one area, all the blue in one area, etc.
3. When the children finish sorting, check their work with them.

ACTIVITY VARIATION:

1. Do the activity again but use tweezers for the sorting task.

COLOR CLOTHESPIN CLIP

OBJECTIVE: 94. Each child can attach each colored clothespin onto the can above the matching color as determined by teacher observation of the task.

MATERIALS: six 1 pound cans, 60 clothespins which are color coded red, blue, green and yellow

RELATED AREAS: language

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Take six 1 pound size cans and strip the labels. Take a paper strip and glue around the top of the can. Color each ¼ length of the strip a different color using red, blue, green and yellow. Paint the ends of each of the 60 clothespins one of the four colors.
2. Give each child a can with ten various colored clothespins. Instruct the child to clip each colored clothespin onto the correct colored strip area.
3. If there is not enough room to clip the clothespin directly onto the can on the correct color, instruct the child to clip the clothespin onto another clothespin which is attached to the can above the correct color.

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CLOTHES PINS, PAPER CLIPS AND NUMBERS

OBJECTIVE: 95. Each child can clip onto each card the number of clothespins that is indicated by that card as measured by teacher-made criterion referenced test.

RELATED AREAS: language, math

MATERIALS: box of clothespins for each child, 10 medium heavy squares of cardboard numbered 1–10 for each child and yourself

OPTIONAL: paper clips

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Take a set of number cards and box of clothespins. Gather the children around you so that they all can see. Demonstrate putting a clothespin on a number card.
2. Hold up a number card. Ask a child what number it is. Ask another child to get that many clothespins out of the box and clip them onto the card.
3. Explain to the children that they will each have a set of number cards with the numbers 1–10 and a box of clothespins. They are to clip the correct number of clothespins onto each card. When the children have finished all of their clipping they should bring their set of cards to you to be checked.
4. Seat the children facing you. Have them take their number cards and box of clothespins. Flash a number to the group. The children are to find their number card which matches and clip onto the card the correct number of clothespins.

ACTIVITY VARIATION:

1. Perform the tasks using paper clips instead of clothespins.

PIN PRICK DESIGNS

OBJECTIVE: **96.** Each child can correctly pin prick a given design as determined by teacher observation of the task.

RELATED AREAS:

MATERIALS: overlay pattern for each child, piece of construction paper for each, bulletin board push pin for each, heavy cardboard workboard for each child.

OPTIONAL: letter and/or number patterns

GROUP SIZE: up to 10

LESSON TIME: 10–15 minutes

PROCEDURE:

1. This activity can be varied according to the time of year when it is used. The following patterns are suggestions: pumpkin, valentine, turkey, Christmas tree, star, stocking, shamrock, flag, rabbit, Easter basket. Make a very simple outline of the object on a ditto master by making dots spaced approximately ½ inch apart.
2. With the children watching, staple your dot pattern onto a piece of colored construction paper. Place the pattern and paper upon the heavy cardboard workboard. Take your pushpin and begin pressing into the pattern at each dot. Check to see that you have pricked each dot. Remove the staples, hold the construction paper design in front of a window for the children to see.
3. Give each child a workboard, pattern and piece of colored paper stapled together and a push pin. Remind the children to check to see that they have pricked all of the dots before stopping the task.

PEG BOARD FILL-UP

OBJECTIVE: 97. Each child can completely fill his pegboard within five minutes as determined by teacher made criterion referenced test.

RELATED AREAS:

MATERIALS: pegboard for each child, individual boxes of pegs to fill each pegboard, stop watch or clock with second hand

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Seat the children around you at a low table or desk. Take a pegboard and box of pegs. Show the children how to put the peg in the hole. Emphasize to the children that if they are having trouble fitting a peg into a hole to shift the peg slightly not to apply more pressure. Force will not make the peg enter the hole if the alignment is not correct. Demonstrate to the children how force does not help even though the alignment is just barely off.
2. Give each child a pegboard and box of pegs and a low table or desk at which to work.
3. Explain to the children that they are to completely fill their pegboard with pegs as fast as possible. Give the children a beginning signal.
4. Record the finishing time for each child. Limit the children to five minutes.
5. If time permits, repeat the activity. Have the children try to beat their own time.

ACTIVITY VARIATION:

1. Instruct the child to fill the pegboard using only one color peg. Give him an assorted box of pegs from which to choose.

PEG BOARD PATTERNS

OBJECTIVE: 98. Each child can duplicate within two minutes a pegboard pattern of: 1) horizontal line, 2) vertical left and right lines, 3) diagonal line, 4) diagonal crossing lines as measured by teacher-made criterion referenced test.

RELATED AREAS: language

MATERIALS: pegboard for each child and yourself, individual boxes of pegs, stop watch or clock with second hand

OPTIONAL: contact paper

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE: IMPORTANT: SEE ACTIVITY VARIATION

1. Seat yourself at a low table or on the floor with the children seated facing you either on the floor or at individual desks. Make sure all children can see you and your pegboard.
2. Hold the pegboard in front of you. Make a horizontal line across the top with the pegs. Check to see that all of the children watch as you make the line. Use the word horizontal when you talk to the children about the line.
3. Continue to hold the board up in front of you as a pattern. Instruct the children to make the same line on their pegboard as you have. Tell them it does not matter what color pegs they choose to make their line with, it is only important where they make their line. Check each child's pegboard for accuracy.
4. Repeat the above procedures with the following lines:
   a) right vertical line
   b) left vertical line
   c) diagonal line from top to bottom
   d) diagonal line from bottom to top

PEG BOARD PATTERNS (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

e) a pair of center crossing diagonals

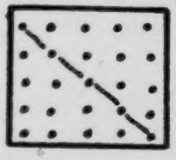
f) a peg in each corner

ACTIVITY VARIATION:

1. Make your pattern using a specific color. Instruct the children to make their lines using the same color. Ask them to name the color they are using.

IMPORTANT:

2. For children experiencing difficulty producing the lines by observing your pattern, make the line patterns on their boards by placing thin strips of colored contact paper between the holes in which they are to place pegs.



PEG BOARD PATTERN FLASH

OBJECTIVE: 99. Each child can duplicate within two minutes a pegboard pattern of 1) horizontal line, 2) vertical left and right lines, 3) diagonal line, 4) diagonal crossing lines after seeing the pattern for 15 seconds as measured by teacher-made criterion referenced test.

RELATED AREAS: language

MATERIALS: pegboard for each child and yourself, individual boxes of pegs, stop watch or clock with second hand

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Children should be seated on the floor or at individual desks, tables. Make sure all the children can see you and your pegboard.
2. Show the children your pegboard with a horizontal line on it for 15 seconds. Do not make the pattern in front of the children. Give the children 2 minutes to duplicate your pattern.
3. Repeat the procedure with the following patterns. Again, do not let the children see you make the design and show them the design for only 15 seconds.
    - a) right vertical line
    - b) left vertical line
    - c) diagonal line from top to bottom
    - d) diagonal line from bottom to top
    - e) a pair of diagonals which cross at the center
    - f) pegs in each corner

OBJECTIVE: **RELATED AREAS:**	**MATERIALS:** **GROUP SIZE:**

LESSON TIME:

PROCEDURE:

ACTIVITY VARIATION:

Repeat the activity making each pattern in a specific color.

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PEG BOARD PATTERN-VERBAL INSTRUCTION

OBJECTIVE: 100. Each child upon receiving verbal instruction can make on his pegboard within two minutes the following lines: 1) horizontal, 2) right vertical, 3) left vertical, 4) diagonal-top to bottom, bottom to top, 5) crossing diagonals as measured by teacher-made criterion referenced test.

RELATED AREAS: language

MATERIALS: pegboard for each child, individual boxes of pegs for each child, stop watch or clock with second hand

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Children should be seated on the floor with space separating them, or at individual desks or tables. Make sure all the children can easily hear you.
2. Tell the children to listen very carefully to you for you will be instructing them to make a specific pattern on their pegboards.
3. Instruct the children to make the following patterns:
    - a) horizontal or across-the-top line
    - b) right vertical or right up-and-down line
    - c) left vertical or left up-and-down line
    - d) diagonal line from top to bottom
    - e) diagonal line from bottom to top
    - f) center crossing diagonals
    - g) pegs in each corner

Give the children two minutes to produce each design.

PEG BOARD PATTERN-VERBAL INSTRUCTION (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

ACTIVITY VARIATION:

1. Instruct the children to make each pattern in a specific color.
2. Instruct the children to make a horizontal line by only saying horizontal and not explaining the term. Instruct the children to make a vertical line by only saying vertical and not explaining the term.

PEG BOARD PAPER PATTERNS

OBJECTIVE: 101. Each child can correctly produce on his pegboard the pattern drawn on the overlay as determined by teacher made criterion referenced test.

RELATED AREAS:

MATERIALS: pegboard for each child, individual box of pegs for each child, set of patterns for each child.

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Before the session make a set of pegboard patterns for each child. The patterns may be made on dittos but should be cut to the size of the pegboard before use. Suggestions for patterns would be: 1) squares of various sizes, 2) rectangles of various sizes, 3) triangles of various sizes, position, 4) tic-tac-toe pattern, 5) circles, 6) wavy lines, etc. (To make the pattern: place a ditto over a pegboard and draw a mark or dot exactly above each hole. Be sure the ditto does not slip or become realigned while you are making it. After the ditto master has been made and duplicated, mark the copies with the pattern you wish the child to reproduce. Magic marker or crayon can be used to draw the pattern.)
2. Sit at a low table or on the floor with the children seated around you. Make sure they can each see you and the pegboard. Place the overlay pattern over the pegboard and line it up at the corners for the children. Secure the pattern to the pegboard with tape. Begin making the pattern with the pegs for them. Emphasize to the children NOT to try to force the pegs into the holes. If it will not go into the hole, they should try moving it slightly, not add force or pressure.
3. Give each child an overlay pattern. Instruct him to make the pattern, then show it to you.
4. When the child brings his pattern to you, check it with him, praise him, then give him a new pattern to try.

PEG BOARD PAPER PATTERNS (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

ACTIVITY VARIATION:

1. Make some patterns color coded (mark pattern with colored magic markers according to the peg color you wish the child to use). Explain to the child that he must place a peg of a particular color in each hole according to the color indication.

CIRCLE TEMPLATE

OBJECTIVE: 102. Each child can 1) trace around the circle template without identified errors and 2) verbally identify a circle as measured by teacher-made criterion referenced test.

MATERIALS: circle template for each child, pencils, paper, chalk, chalk erasers, desks or writing boards

RELATED AREAS: gross motor, language

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Show the children a circle template and identify it as such. Have the children repeat the word "circle" with you. Have each individual child repeat the word "circle".
2. Place the template with paper under it on a low desk or table. Gather the children around to watch you trace the circle. Place your pencil at the top and center and trace around the circular edge counterclockwise. Demonstrate to the children how your pencil "leans" on the template edge for support.
3. Write the numerals 1, 2, and 3 on the chalkboard at the child's eye level spaced approximately 1 foot apart. Read the numerals 1, 2, and 3 with the children. Explain to the children that you want each of them to trace three circles using their templates. As you watch the children draw their circles, you may notice some children easily accomplishing the task. When these children have finished, provide them with a cardboard circle to trace. This will be a more difficult task for them. Ask them to make three circles using the circle pattern.
4. Assign a section of chalkboard space to those children finishing quickly. Give the child the cardboard circle and let him trace this on the chalkboard. If the children have difficulty holding and tracing the form, you may want to tape the form to the chalkboard with masking tape.

CIRCLE TEMPLATE (concl.)

OBJECTIVE:

RELATED AREAS:

MATERIALS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

NOTE TO TEACHER:

Templates may be made from heavy non-corrugated cardboard. (The child would have difficulty tracing corrugated cardboard because the corrugation creates an edge which is not solid.) It would be helpful to paint or spray the form with a plastic coating, for durability, especially on the tracing edge.

SQUARE AND RECTANGLE TEMPLATES

OBJECTIVE: 103. Each child can 1) trace around the square and rectangle template without identified error and 2) verbally identify a square and a rectangle as measured by teacher-made criterion referenced test.

RELATED AREAS: gross motor, language

MATERIALS: square and rectangle template for each child, pencils, paper, chalk, chalk erasers, desks or writing boards

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Show the children the square and rectangle templates. Explain the difference between the two shapes by emphazing the two longer sides of the rectangle.
2. Hold up the square template. Have the children repeat "square" in unison, then each child individually. Repeat this procedure with the rectangle. Randomly flash the forms and have the children call out the correct names for them. Make notes of any child having difficulty and work with him individually while he is tracing the forms.
3. Follow the procedures No. 3 and 4. of Circle Template.
4. When the children are finished tracing the forms, again flash the square and the rectangle templates to the children and let them call out the appropriate name.

TRIANGLE TEMPLATE

OBJECTIVE: 104. Each child can 1) trace around the triangle template without identified errors and 2) verbally identify a triangle as measured by teacher-made criterion referenced test.	**MATERIALS:** triangle template for each child, pencils, paper, chalk, chalk erasers, desks or writing boards
RELATED AREAS: gross motor, language	**GROUP SIZE:** 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Follow the same procedure as used with the circle template except using the triangle forms.

RHOMBUS TEMPLATE

OBJECTIVE: 105. Each child can 1) trace around the rhombus template without identified errors and 2) verbally identify a rhombus as measured by teacher-made criterion referenced test.

MATERIALS: each child's previously traced shapes, rhombus template for each child, pencils, paper, chalk, chalk erasers, desks or writing boards.

RELATED AREAS: gross motor, language

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Follow procedures No. 1–4 for Circle Template, using a rhombus template.
2. Randomly flash the shapes to the children and have them call out the identifying label. Do this with all of the shapes 3–4 times.
3. Call a child's name, randomly flash a shape, have that child identify the shape.
4. Flash a shape, call on a child to identify it.
5. Return to each child all of the shapes he has made in the last four sessions. (Example: 3 circles, 3 squares, etc.) Each child's shapes should be grouped randomly. Instruct the children to sort their shapes: put all the squares together, all triangles together, etc.
6. When a child has sorted his shapes, have him bring them to you in their categories and tell you the identifying label: "These are my squares," "These are my circles," etc.

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INCOMPLETE SHAPES-STRIP SHAPES

OBJECTIVE: 106. Each child can 1) correctly complete an unfinished ditto of a square, triangle, rectangle, circle and rhombus and 2) make a square, rectangle, triangle and rhombus by pasting together paper strips as measured by teacher-made criterion referenced test.

RELATED AREAS: language

MATERIALS: 17 construction paper strips of equal length for each child, stapler, dittos of incomplete squares, rectangles, circles, triangles, rhombuses, writing boards for each child, chalk, chalk erasers

GROUP SIZE: 4–6 children

LESSON TIME: 15–20 minutes

PROCEDURE:

1. Draw an incomplete circle, square, rectangle, triangle and rhombus on the chalkboard. Explain to the children that these shapes are unfinished. Ask the children to look at the first shape and decide where it is incomplete. Call on a child to come to the chalkboard and point to the incomplete area. Draw in the missing section. Call on children to complete the other shapes.
2. Distribute to the children ditto sheets you have made of incomplete circles, squares, rectangles, triangles and rhombuses. Explain to the children that they are to complete each form by drawing in the missing segments with their pencils. Pass out pencils and writing boards (if needed) to the children.
3. Collect these papers from the children.
4. Draw a triangle on the board. Give each child three paper strips. Ask the children to place their strips in the shape of a triangle. Staple the strips in the shape the child places them in and write his name on the form.
5. Draw a square on the chalkboard. Give each child four strips and instruct him to make a square. Staple his form together and write his name on it.

INCOMPLETE SHAPES-STRIP SHAPES (concl.)

OBJECTIVE:

MATERIALS:

RELATED AREAS:

GROUP SIZE:

LESSON TIME:

PROCEDURE:

6. Draw a rhombus on the chalkboard. Give each child four strips and instruct him to make a rhombus. Staple his form together and write his name on it.
7. Draw a rectangle on the chalkboard. Remind the children that two of the sides of a rectangle are longer than the other two sides. Give each child two strips and instruct him to place them end to end. Staple these two strips together. Give each child two more strips to place end to end and staple these together. Explan to the children that they have made the two long sides of the rectangle. Give each child two more strips and instruct him to use these along with his long strips to make the form of a rectangle. Staple his form together and write his name on it.

PLAYDOUGH LETTERS, NUMBERS, NAME

OBJECTIVE: 107. Each child can follow the pattern and write his name with playdough strips using the correct directional flow as determined by teacher observation of the task.

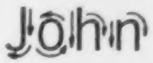
RELATED AREAS: language, gross motor

MATERIALS: playdough for each child, number, letter and name patterns with directional arrows for each child, low table or desk work space for each or lap board, clear contact paper.

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Make ditto sheets with the numbers 1–9 for each child, individual patterns for letters in each child's name, and write each child's name on an 8½ by 11 sheet of manila paper. Cover the manila paper with the child's name written on it with clear contact paper so that it can be used repeatedly. The numbers, letters and names should be written with directional arrows indicating the flow of the writing. EXAMPLE: 

2. Seat the children around you at a low table. Take a piece of playdough and begin rolling it between your hands back and forth in order to make it into a long thin piece.
3. Take a ditto number sheet and place your playdough on the number according to the flow of the directional arrows.
4. Give each child the number patterns for 1 and 2, assign work space and distribute playdough. Instruct them to make numbers 1 and 2 being careful to follow the flow of the writing.
5. Go through the numbers 1–9 by letting the children make two at a time. Check each two, then give the children patterns for the next two numbers.
6. Follow this same procedure with the letters in each child's name.

PLAYDOUGH LETTERS, NUMBERS, NAME (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

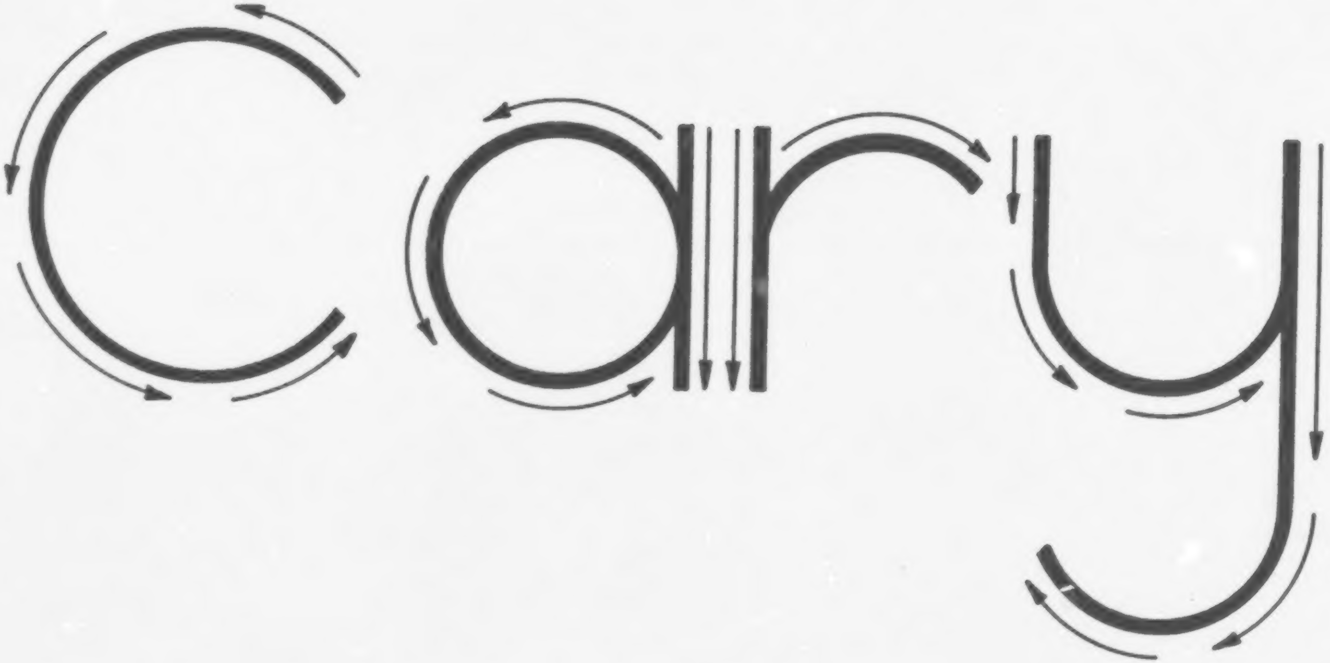
PROCEDURE:

7. Give each child the manila paper with his name printed on it and have him place the playdough on all of the letters being careful to follow the correct directional flow of the writing.
8. Check each child's work with him.

ACTIVITY VARIATION:

1. Have each child do the activity with the complete alphabet.

NAME PATTERN



CLAY TRAY

OBJECTIVE: 108. Each child can duplicate in his clay tray the design or letter drawn on the chalkboard as determined by teacher-made criterion referenced test.

RELATED AREAS: language

MATERIALS: dime store clay, small size pizza tin for each child, popsicle or tracing stick for each, chalk, chalkboard

OPTIONAL: sand, salt

GROUP SIZE: 4–6 children

LESSON TIME: 10–15 minutes

PROCEDURE:

1. Take each small pizza tin and cover with an even layer of clay approximately ½ inch thick.
2. Seat each child at a low table or desk with a clay tray and popsicle stick.
3. Make a square on the chalkboard, instruct each child to make one in his clay. Check each child's tray for accuracy. (If he has difficulty, make a model in the clay tray for him to follow.)
4. Draw the following on the chalkboard for the child to duplicate:
   - a) circle
   - b) rectangle
   - c) triangle
   - d) rhombus
   - e) straight line
   - f) wavy line
   - g) numbers 1–10
   - h) capital letters
5. Let each child spend some time doing free design in the clay. Instruct the children to draw something specific, however, not random scribbling.

ACTIVITY VARIATION:

1. Use sand or salt instead of clay.
2. Verbally dictate to the children what they are to make in the clay.

RAINBOW TRACING

OBJECTIVE: 109. Each child can correctly trace his first name as determined by teacher made criterion referenced test.

RELATED AREAS: language

MATERIALS: piece of manila paper covered with clear contact paper for each child, crayons, hard writing surface

OPTIONAL: shapes, numbers, alphabet

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Write each child's first name across the long length of the sheet of manila paper. Make the capital letter approximately 2½ inches high with the lower case letters approximately 1¾ inches high. Cover this paper with clear contact.
2. Give each child his name. Give each child a red, yellow, blue and green crayon and instruct him to trace his entire first name with each crayon.
3. While the children are tracing their names, go to each child individually and go over the letters in his name with him.

IMPORTANT

If the child has difficulty with this task, go back to Objective 107 and give him more practice making playdough letters.

NEWSPAPER PUNCH

OBJECTIVE: 110. Each child can punch the correct number of holes in each square as determined by teacher observation of the task.	**MATERIALS:** two 12 x 9 inch sheets of manila paper for each child, 3 paper punches , pencil for each child, hard writing surface, crayons OPTIONAL: 3 x 5 inch cards
RELATED AREAS: language	**GROUP SIZE:** 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. Draw three inch squares around the edges of each child's paper. Within each square write a number between 0 and 9. Do this on two sheets for each child.
2. Hold a sample sheet before the children. Ask them to read the numbers for you as you point to them.
3. Give each child a piece of paper. Give one half of the children paper punches and one half of the children pencils. Instruct those with pencils to draw the number of circles in each square that is written in the square. Instruct those with paper punches to punch the number of circles that is written in the square.
4. Have the children switch equipment, those who were punching should now draw circles and those who were drawing should now punch.
5. Let the children punch out the circles they drew earlier. While some of the children are waiting for the paper punch, they may color in their circles doing each number in a different color.

ACTIVITY VARIATION:

1. Write a number on each 3 by 5 inch card and have the children punch the correct number of holes in the card. Later these cards may be used for training in addition.

LACING HEARTS

OBJECTIVE: 111. Each child can correctly cut out and lace a given form as determined by teacher observation of the task.

RELATED AREAS:

MATERIALS: 2 hearts drawn with punch holes on construction paper for each child, 1 yard of yarn for each, 2 paper punches, glue, scissors for each

OPTIONAL: pumpkins, shamrocks, stockings, bells, trees, rabbits, flags as patterns

GROUP SIZE: 4–6 children

LESSON TIME: 15 minutes

PROCEDURE:

1. For each child draw a heart on two pieces of construction paper. Draw small circles one inch apart all around the edge of one heart to indicate where holes should be punched for lacing. Take each yard of yarn and dip one end into glue and form the end compactly to that it can be used as a needle for lacing.
2. Give each child two hearts and scissors. Have him cut out each heart. Some children may need help manipulating the scissors at first. *
3. Take two of the hearts which have been cut out, line them up with a heart with the circles drawn on it. Take the paper punch and show the children how to place the punch over the circle and then punch several of the circles for the children.
4. Let each child punch 4–6 of the circles on his heart. Finish the punching on the heart.
5. Give each child a piece of yarn in which you have tied a knot about six inches from the end.
6. Instruct the children to place their hearts together matching the punched holes. Then have them take the "needle" end and pull it up through the first hole on either side of the "V" at the top of the heart. Lead the children in running the yarn down through the next hole, up the next, etc.
7. Cut each child's yarn about six inches from the last hole. If the child is capable have him take the two ends and tie them in a knot.

LACING HEARTS (concl.)

OBJECTIVE:	**MATERIALS:**
RELATED AREAS:	**GROUP SIZE:**

LESSON TIME:

PROCEDURE:

If the child cannot tie the knot, physically lead him in tying it.

ACTIVITY VARIATION:

1. Use pumpkins, shamrocks, stockings, bell, trees, rabbits, flags instead of the hearts.
2. To begin with or if activity is used early in the year, you may want to cut out the design and/or punch all the holes with the children doing only the lacing. By the end of the year, the child should be able to do all the cutting and punching by himself.

* For children who have difficulty using scissors, use the cutting exercises listed on page 220.

NEWSPAPER SHAPES

OBJECTIVE: 112. Each child can cut out free hand a square, circle, rectangle, triangle, and rhombus as determined by teacher observation of the task.

MATERIALS: newspapers, scissors for each, crayons

RELATED AREAS: language

GROUP SIZE: 4–6 children

LESSON TIME: 10 minutes

PROCEDURE:

1. Give each child a piece of newspaper and scissors.
2. Instruct him to draw a square. Ask him to cut it out.
3. Repeat procedures 1 and 2 with the following shapes: circle, triangle, rectangle, rhombus.
4. Do the activity again with the same shapes except have the children cut out the shapes free hand without drawing them first.

BUCKLE, BUTTON, TIE, SNAP, ZIP, HOOK

OBJECTIVE: 113. Each child can buckle, button, tie, snap, zip and hook the appropriate form board as determined by teacher observation of the task.

MATERIALS: six form boards with buttons, buckles, ties, snaps, hooks and zippers on them

RELATED AREAS: language

GROUP SIZE: 4–6 children

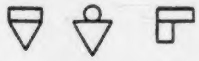
LESSON TIME: THIS LESSON WILL EXTEND OVER SEVERAL DAYS AND WILL VARY MUCH WITH INDIVIDUAL CHILDREN

PROCEDURE:

1. Form boards can be made by taking old garments and cutting out a 10 inch square section around the fastening device. A 10 inch square shadow box can be made by cutting boards to this size and then nailing on the two edges a ¾ inch square molding strip. The edges on each side of the fastening device are then stapled to the molding strips. (Form boards may also be purchased.)
2. Give each child a form board and show him how to fasten and unfasten the device. For the tying and buckling boards which are harder, break the task down into steps for the children and explain them verbally.
3. Let each child experiment and practice with the boards. When he feels he can do the task, let him demonstrate his performance to you.
4. Several of the children may need to work extra on tying. An easy way to make the tying form board is to nail an old tie shoe onto a square board. You may need to have several of the tie and/or buckle form boards.

TO DEVELOP SCISSOR CUTTING

CUTTING EXERCISES:

1. Cut clay.
2. Cut paper at random.
3. Fringe strips of paper.
4. Cut across pieces of paper.
5. Cut along a 4 inch long straight line.
6. Cut along a folded line at least 6 inches in length.
7. Cut out geometric shapes with straight edges. (The child should be instructed to turn the paper with his holding hand, and to stop cutting before he turns the paper.)
8. Cut along a 4–5 inch curving line.
9. Cut out circles -- large at first then gradually decreasing in size.
10. Cut out combinations of geometric shapes: 
11. Cut out snowflakes. (Fold paper, cut out random designs.)
12. Cut out simple distinctively outlined figures.

FINE MOTOR SUPPLEMENTAL ACTIVITIES

1. Give the child a large sheet of art paper and crayons. Play a record of fast music and have the child draw in rhythm with the music. Then switch to slow music and let him draw in rhythm with it. This may also be done with finger paints.
2. Let the children drop clothespins into a bottle. Gradually decrease the size of the mouth openings on the bottles. The children may start the task using a hand rest from which to drop the clothespins.
3. Children may hammer short, thick nails into blocks of wood. Make sure the hammers are not too heavy for the children.
4. Let the children sew free design or follow patterns with yarn on burlap. Needles may be made from clorox bottles cut in strips with a point made on one end and a hole in the other.
5. Give the children pick up sticks or colored toothpicks and instruct them to make various shapes using specific colors.
6. Mount magazine pictures on cardboard then cut the picture into geometric shapes. Let the children work the puzzle.
7. Gather several small-mouthed bottles or jars. Have the children drop pennies, pins, beans or marbles in the openings.
8. Have the children practice opening and closing clothespins and experiment with picking up sticks, pencils, chalk, etc. with them.
9. Place several small items on the floor. Have the child take off his shoes and socks and pick up the items with his toes and place in a small box. Do the task from a sitting and standing position.
10. Ask a child to show you how slow he can walk.
11. Make channel or tunnel drawings for the children. Gradually decrease the size of the channel. Children are to draw a line through the tunnel without touching the sides. Paint, crayons, pencils or chalk may be used.

FINE MOTOR SUPPLEMENTAL ACTIVITIES

12. Have the children wind thread on a spool.

13. Let the children screw lids on jars.

14. Let the children work puzzles.

15. Have the children do finger painting. You may want part of the painting to be upon instruction. Example: "Paint a yellow 1."

16. Let the children paint paper towel, toilet paper rolls, egg cartons.

17. Give the children a piece of paper with a small square drawn on it and instruct them to draw as many circles in the square as they can fit. The circles must not touch each other.

18. Pass out incomplete drawings to the children and instruct them to finish the drawings. Examples: leave handle off of a cup, eyes off of a face, wheels off of a car, ears off of a rabbit, arm or leg off of a person.

19. Write letters on the chalkboard about one foot high. Give the child a flashlight, stand him 8-10 feet from the letters and instruct him to outline the letters with the light beam.

20. Using parquetry blocks, have the child duplicate drawn patterns in the following ways: 1) directly over the pattern, 2) with the pattern in constant view, 3) with the pattern flashed to him for 15 seconds.

21. Have the child trace outlines of familiar objects: shoe, book, hand, ring, comb, brush. Items may be traced on the chalkboard or paper.

22. Hammer nails completely over a six inch square board at one inch intervals. Give a child some rubber bands and instruct him to stretch the rubber bands across the nails to make specific shapes.

23. Hang a marsden or small ball at the child's eye level. Start the ball swinging then instruct the child to 1) spear, 2) punch, 3) slap or 4) grasp the ball.

24. Take a water glass (es) or container(s) and have the child pour water from a pitcher into the containers. Make sure the pitcher is not too heavy for the child. Do the same thing with rice.

FINE MOTOR SUPPLEMENTAL ACTIVITIES

25. Have the child sort items such as: marbles, shells, buttons, nuts, beans. Put these all together and have the child sort them.

26. Have the child build a tower with blocks, dominoes or the Montessori color graded tubes.

27. Draw circles and have the child place dots inside with a paint-tipped brush, pencil or finger. Gradually decrease the size of the circle and emphasize speed.

28. Let the children wad up half sheets of newspaper and then toss them through a low hoop.

29. Give the children stiff pieces of construction paper to stuff into envelopes. Make some of the pieces too large so the child must fold them to get them inside the envelope. The closer the size of the papers are to the envelope, the harder the task.

30. Have the children separate perforated paper.

31. Draw a shape on the chalkboard and have the child trace the shape with his finger. Then have the child draw the form on the board with his finger, next outline the form with chalk and finally draw the shape on paper.

32. American Printing House for the Blind has a Wooden Constructo Set with nuts, bolts with which to make shapes. Have the child screw and unscrew to make free designs.

33. Have the child squeeze a small rubber ball with 1) one hand, then the other, 2) both hands, 3) several times in sequence.

34. With glitter and glue let the child print his name or draw a free design.

35. Let the child blow bubbles and then catch them on the wand.

36. Let the child blow a ping pong ball across a table.

37. Let the children snap and unsnap pop beads.

38. Glue orange juice cans which have been painted red, yellow, blue, green onto an old record. Play the record on various speeds and let the children drop colored pellets or buttons into the appropriate can.

39. Let the children make chains from paper loops.

FINE MOTOR SUPPLEMENTAL ACTIVITIES

40. Have the children weave mats with paper strips.

41. Have the children transfer rice, popcorn, chick peas, pinto beans from one container to another with a scoop and/or tweezers.

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